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# РАЗВИТИЕ НАВЫКОВ ЧТЕНИЯ, ПИСЬМА И УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Практикум





МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ  
РОССИЙСКОЙ ФЕДЕРАЦИИ  
УРАЛЬСКИЙ ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ  
ИМЕНИ ПЕРВОГО ПРЕЗИДЕНТА РОССИИ Б. Н. ЕЛЬЦИНА

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Практикум

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Практикум содержит оригинальные тексты на английском языке и упражнения, направленные на пополнение и актуализацию словарного запаса по темам «Климат и погодные условия в Великобритании и России», «Отдых и развлечения», «Основные осенние и зимние праздники в англоязычных странах», «Среднее образование в Великобритании», «Роберт Бернс: биография и творческий путь».

Практикум предназначен для аудиторной и самостоятельной работы студентов 1 курса направлений «Фундаментальная и прикладная лингвистика» и «Филология» (программа «Современные иностранные языки и литература»).

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*На обложке:*

Дождливый день. Лондон, 2018.

Фото Е. В. Ларцевой



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## ПРЕДИСЛОВИЕ

Настоящий практикум предназначен для аудиторной и самостоятельной работы студентов 1 курса, обучающихся по направлениям «Фундаментальная и прикладная лингвистика» и «Филология» (программа «Современные иностранные языки и литература»).

Практикум состоит из 12 уроков, в каждый из которых входят аутентичные тексты и диалоги на английском языке, а также разработанные к ним лексико-грамматические и фонетические упражнения, поурочная лексика для активного усвоения и задания, стимулирующие активную речевую практику студентов. Материалы, включенные в практикум, являются результатом многолетнего опыта преподавания дисциплины «Практика устной и письменной речи» его авторами.

Особое внимание уделяется развитию различных видов чтения (изучающего, просмотрового и поискового). Тексты и диалоги для чтения и обсуждения подобраны по тематическому принципу («Климат и погодные условия в Великобритании и России», «Отдых и развлечения», «Основные осенние и зимние праздники в англоязычных странах: Хэллоуин, Ночь Гая Фокса, День Благодарения, Рождество, Новый год», «Среднее образование в Великобритании», «Роберт Бернс: биография и творческий путь»). При их отборе авторы пособия использовали оригинальные англоязычные источники (пособия по чтению, актуальные материалы по лингвострановедению, современная пресса). Отдельным и важным источником аутентичного материала послужили произведения художественной литературы – рассказы британских и американских писателей (Б. Брайсона, Дж. Даррелла, Дж. Кольера, Р. Бейкера и др.). Работа с рассказами способствует развитию навыков понимания оригинального текста на английском языке, отработке навыков устной речи и лучшему усвоению важных грамматических тем (в том числе образование косвенной речи и согласование времен).

Структура практикума не только служит расширению лингвистической базы студентов, но также позволяет получить необходимый объем культурологических (лингвострановедческих) знаний, включающих реалии и символику иноязычной культуры, образ жизни в странах иноязычной культуры, историю праздников и традиции, связанные с ними.

Практикум составлен в соответствии с требованиями программы по учебной дисциплине «Практика устной и письменной речи».

# Unit 1

## CLIMATE AND WEATHER IN GREAT BRITAIN

*I. Read the text, write out the new words and memorize them.*

### **Climate**

The climate in Britain is more or less the same as that of the north-western part of the European mainland. The popular belief that it rains all the time in Britain is simply not true. The image of a wet, foggy land was created two thousand years ago by the invading Romans and was perpetuated in the twentieth century by Hollywood. In fact, London gets no more rain in a year than most other major European cities, and less than some.

The amount of rain that falls on a town in Britain depends on where it is. Generally speaking, the further west you go, the more rain you get. The mild winters mean that snow is a regular feature of the higher areas only. Occasionally, a whole winter goes by in lower-lying parts without any snow at all. The winters are in general slightly colder in the east of the country than they are in the west, while in summer the south is warmer and sunnier than the north.

Why has Britain's climate got such a bad reputation? Perhaps it is for the same reason that British people always seem to be talking about the weather. This is its changeability. There is a saying that Britain doesn't have a climate, it only has weather. It may not rain very much altogether, but you can never be sure of a dry day; there can be cool (even cold) days in July and some quite warm days in January.

The lack of extremes is the reason why, on the few occasions when it gets genuinely hot or freezing cold, the country seems to be totally unprepared for it. A bit of snow or a few days of frost and the trains stop working and the roads are blocked; if the thermometer goes above 80 °F

(27 °C), people behave as if they were in the Sahara and the temperature makes front-page headlines. These things happen so rarely that it is not worth organizing life to be ready for them.

## **Climate change**

On 10 August 2003, a momentous event occurred at Heathrow airport just outside London. There, a temperature of 37.9 °C was recorded. This may not look an especially significant figure to you, but to the British it had great psychological impact. This is because many of them still think in the old Fahrenheit scale – and 37.9 °C is 100.2 °F. It was the first time in British history that the temperature had passed the 100 °F mark.

Since that day, temperatures of more than 100 °F have been recorded several times in several different places in Britain. People have become generally aware of climate change. In Britain, there seem to be three trends: (1) like the rest of Europe, temperatures are generally rising; (2) the difference between the warmer, drier south-east and the cooler, wetter north-west is becoming more pronounced; (3) extreme weather conditions are becoming more frequent – so perhaps the British will start to be more prepared for them!

(From *Britain for Learners of English*<sup>1</sup>)

### II. *Answer the following questions.*

1. Is it true that it rains all the time in Great Britain?
2. How often does it snow in winter in Britain?
3. Why has Britain's climate got such a bad reputation?
4. How frequent are extreme weather conditions in Britain? Why was the first recorded temperature of 37.9 °C such an important event?
5. How is climate change affecting Britain?
6. In what ways has climate change affected the weather in your part of the country?

### III. *Write the transcription of the following words.*

Perpetuate, altogether, Celsius, Fahrenheit, genuinely, momentous.

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<sup>1</sup> O'Driscoll J. Britain for Learners of English. 2<sup>nd</sup> ed. Oxford : OUP, 2009. P. 32–35.

IV. *Find Russian equivalents to the following words and phrases.*

To perpetuate, occasionally, to go by, slightly colder, to have a bad reputation, saying, the lack of extremes, to be totally unprepared for smth., genuinely hot, freezing cold, to make front-page headlines, it is not worth organizing, climate change, to have great psychological impact, on the Fahrenheit scale, to be aware of, frequent.

V. *Find English equivalents to the following words and phrases.*

Европейский материк, распространенное мнение, вторгаться, характерная особенность, непостоянство, дороги заблокированы, важное событие, аэропорт Хитроу, зафиксировать, цифра, по шкале Цельсия.

VI. *The nouns **weather, advice, information, money, work, hair, furniture, knowledge, progress, research, news** are uncountable in English. They have no plural form and are not used with the indefinite article. Translate the following sentences into English paying attention to the use of these nouns.*

1. Том говорит, что делает очень важную работу.
2. Мне нужен профессиональный совет.
3. Погода была прекрасная, и мы решили погулять.
4. Какая сейчас погода? Какая будет завтра погода? На прошлой неделе у нас была ужасная погода.
5. Ты всегда следуешь советам, которые тебе дают?
6. Деньги не всегда приносят счастье.
7. В современном мире новости значат все.
8. Знания – ключ к успеху.
9. Чем тебе нравится заниматься после работы?
10. В прошлом году Анна сделала большие успехи в языке. Упорная работа помогла ей добиться этого.
11. У тебя слишком длинные волосы. Я думаю, что тебе надо их подстричь (*to have smth. done*).
12. Когда ты слышала эти новости?
13. Разрешите дать вам один совет. Я уверен, что он вам пригодится.
14. Возьмите эти деньги. Они ваши. Вы оставили их вчера на столе.
15. Мы собираемся купить новую мебель для гостиной.

16. Ты тратишь слишком много денег на пустяки, потому что сам их не зарабатываешь.

17. Ты слышала новости? Анна выходит замуж!

18. Он нашел некоторую информацию об этом.

19. Мэри приобрела дорогой предмет мебели для своей новой квартиры.

20. Не могли бы вы одолжить мне денег?

21. Мне надо вымыть волосы. Они уже грязные.

22. В настоящее время он проводит детальное исследование воздействия рекламы на детей.

VII. *Translate the following weather forecasts into Russian. Find examples of specific grammatical features of weather forecasts in these texts. What tense is mainly used by weather forecasters to make predictions about the weather?*

1. Good morning,

It's another fine, May day ahead for much of the UK. A chilly start this morning, but as the sun comes up temperatures will be lifting, although always feeling cool in areas affected by the easterly breeze. The best of the sunshine today is going to be in eastern areas.

Western parts of the country are likely to be having more hazy sunshine as higher cloud drift in, although it will be feeling warmer there. Staying dry, although just a very low risk of an isolated shower over the hills of southern Scotland.

Clear skies in eastern areas tonight and staying dry. More cloud in the west, but remaining dry.

(From *Weather Online UK*<sup>2</sup>)

2. Good morning,

It's a damp and murky start to the day over much of northern England, Scotland and the north of Ireland. Outbreaks of drizzle, with some low cloud, fog and rain affecting western facing coasts and hills. Little change

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<sup>2</sup> Weather Morning Call // Weather Online UK. Wednesday 15<sup>th</sup> May, 2019. Duty Forecaster: Simon Keeling : [site]. URL: <https://www.weatheronline.co.uk/weather/reports/morning-call/best-sun-in-east-warmer-in-west.1.20190515.htm> (date of access: 22.01.2020).

here this afternoon, although any rain and drizzle should fade in more eastern areas, perhaps with a few hazy spells of sunshine developing.

For Wales, southern England and most of southern Ireland there will be cloud through the day. Some sunny spells too though, the best in central and southern areas, although an isolated shower can't be ruled out over the hills this afternoon. A risk of some low cloud over western coasts.

Tonight brings the threat of some more persistent, heavy, thundery outbreaks of rain spreading east, mainly affecting southern Scotland, northern England, north Wales and parts of the Midlands.

(From *Weather Online UK*<sup>3</sup>)

### 3. Good Morning and Happy New Year,

It's a dry start to the year across the UK and Ireland though there will be some mist and fog patches around that may be slow to clear. Breezy with cloudier skies to the north and west with clearer skies to the east.

Some patchy drizzle may develop through the afternoon over north-western parts of Scotland but this is not likely to be widespread. Winds picking up here too through the afternoon reaching gale force for coastal areas. Staying dry elsewhere with a few lingering mist or fog patches. The best of any sun to the southeast. High temperatures widely reaching 6 to 8 °C.

Staying mostly dry but cloudy into the evening with gales continuing to affect northwestern areas.

(From *Weather Online UK*<sup>4</sup>)

### 4. Good Morning,

A showery start to the day across the UK and Ireland with these showers predominantly focused on western areas where it will also be chilly. Showers will be wintry overs higher ground and over more northern

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<sup>3</sup> Weather Morning Call // Weather Online UK. Tuesday 9<sup>th</sup> July, 2019. Duty Forecaster: Simon Keeling : [site]. URL: <https://www.weatheronline.co.uk/weather/reports/morning-call/cloudy-and-damp-north-better-to-the-south.1.20190709.htm> (date of access: 22.01.2020).

<sup>4</sup> Weather Morning Call // Weather Online UK. Wednesday 1<sup>st</sup> January, 2019. Duty Forecaster: Claire Darbinyan : [site]. URL: <https://www.weatheronline.co.uk/weather/reports/morning-call/mostly-dry-lingering-mist—fog.1.20200101.htm> (date of access: 22.01.2020).



areas. Additionally a band of heavy rain may affect southern coastal counties of England through the morning. Tending to be drier and brighter for eastern areas.

Showers continue for western areas into the afternoon, merging to give longer spells of snow for western parts of Scotland and Ireland and longer spells of rain for the southwest UK. Again, it will tend to stay drier and brighter to the east. High temperatures reaching just 3 to 5 °C across Scotland, Ireland, Northern Ireland, northern England and Wales; 7 to 9 °C for central and southeastern England.

Monday evening may see a band of heavier rain, sleet and snow develop over Wales and the southwestern half of England. This edges northeastward through the evening bringing heavy snow to parts of the Lake District and surrounding area. Showers continue for western Scotland and Ireland. The best of any clear skies to the northeast of the UK.

(From *Weather Online UK*<sup>5</sup>)

VIII. *What's the weather like today? Have you heard the forecast for tomorrow / next weekend?*

I. *Read the following text and describe the weather during each season in Britain.*

## **Guide to the UK Seasons**

Although the seasonal differences in Britain are not as extreme as in some countries, there is still a large difference between winter and summer. The year is split into four seasons roughly each 3 months long, though the weather in Britain can be very erratic and so the seasons often overlap or don't follow the standard pattern.

Below you can find the general weather conditions of each season in England. All the stats are based on Met Office (the UK's main source of information about weather) averages from 1971–2000. All the statistics are only rough ideas as conditions can vary hugely even within England.

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<sup>5</sup> Weather Morning Call // Weather Online UK. Monday 27<sup>th</sup> January, 2020. Duty Forecaster: Claire Darbinyan : [site]. URL: <https://www.woeurope.eu/cgi-app/reports?LANG=eu&MENU=201&DAY=20191230> (date of access: 27.01.2020).

## **Winter**

Average Min/Max Temperatures: 6.6 °C–7.4 °C

Winter is the coldest season in the UK, running roughly from December to February (although November can often suffer very wintry conditions too). Temperatures often get as low as the freezing point (0 °C), though not too much colder usually. This leads to frost in the mornings, ice on car windscreens and roads, and sometimes snow fall. British winters are usually very wet and windy as well, so make sure you wrap up warm and waterproof. To add to the miserable weather, the hours of daylight are very short during the winter, with days in London getting as short as 8 hours at the end of December.

## **Spring**

Average Min/Max Temperatures: 9.3 °C–15.4 °C

Spring in the UK is all about new life springing up after the harsh conditions of winter. From March (roughly), the temperatures start to get warmer, frosts get less frequent and the days start to get longer. This brings with it plants shooting up all over the country, trees regaining their leaves and animals giving birth. However, spring is often still quite wet and windy in Britain.

## **Summer**

Average Min/Max Temperatures: 18.1 °C–20.6 °C

In theory summer in the UK should be hot and dry. In practice it is only hot in spells and it still rains quite a bit most summers. It is best to think of it as a way of making the hot days feel more special. On such days, temperatures can reach 30 °C, though not much higher, and the British public make the most of it. People swarm to beaches, sit out in parks and generally revel in the hot temperatures. This is matched by the increased hours of daylight which reach almost 17 hours in London in mid June.

## **Autumn**

Average Min/Max Temperatures: 9.5 °C–17.5 °C

Autumn marks the gradual change from summer to winter and is probably the season with the biggest range in weather conditions. Septembers and even Octobers in Britain can often still be summery,

recently even recording higher temperatures than August. Equally, Novembers can be very cold, and the UK sometimes even experiences widespread snow fall (like in 2010). In general, it is usually quite wet and windy in autumn though it is so variable that one year after another, autumns can seem like different seasons.

(From *UK Weather: Guide to the Seasons*<sup>6</sup>)

II. *Find Russian equivalents to the following words and phrases.*

Roughly, to follow the standard pattern, wintry, the freezing point, to spring up, to shoot up, a spell of hot weather, to make the most of smth., to swarm, to revel, summery, variable.

III. *Find English equivalents to the following words and phrases.*

Разделяться, неустойчивый, частично совпадать (перекрывать друг друга), погодные условия, внутри Англии, лобовое стекло автомобиля, водонепроницаемый, суровый, достигать, постепенный.

IV. *Answer the following questions.*

1. What kind of weather do you associate with the different seasons where you live? Does the place where you live have four distinct seasons? How long is each season? What is the best season to visit your part of the country?

2. What is your favourite season and why? What do you like about it?

3. Which season did you enjoy most when you were a child? Why?

4. Would you rather live somewhere that is dry and hot all year round or in a place that has clearly different seasons? Or in some other kind of climate?

5. If you had to eliminate one season so that it no longer existed, which would you choose?

6. What's your favourite weather? Does the weather affect your mood? What do you like doing when the weather is bad?

7. What does it mean to say *I feel under the weather*? When did you last feel this way?

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<sup>6</sup> UK Weather : Guide to the Seasons : [site]. URL: <http://www.foreignstudents.com/guide-to-britain/british-culture/weather/seasons> (date of access: 22.01.2020).

8. Do weather conditions affect any of your hobbies? What can't you do if the weather isn't suitable?

9. Does anyone you know predict weather changes by sensing them in their body? How accurate are their predictions?

10. Some people get depressed during the dark days of late autumn and winter. Do your emotions change with the seasons? In what way? Have you ever experienced SAD (common symptoms of SAD include fatigue, lack of energy for everyday tasks, weakened immune system, irritability, lack of concentration, sleep problems, losing interest in activities you once enjoyed, etc.)?

11. What is an *Indian summer*? Do you have an expression for Indian summer in other languages that you know?

12. Do you enjoy seasonal foods? Which food do you look forward to each year?

13. Which colour do you mainly associate with each season? Explain your choices.

14. What do you eat or drink to help you warm up in winter?

15. Do you like to eat or drink anything in summer to help you cool down? What is it?

16. Do you shop for new clothes when the season changes?

17. Do you *spring clean*? What kinds of things do you do at that time?

(From *Conversation Questions*<sup>7</sup>)

V. *Translate the following sentences into Russian.*

1. It's 28 °C in the shade. The temperature is rising (going up).

2. The weather forecast is for showers and overcast skies.

3. This rain looks as if it has set in for the rest of the day.

4. There's been a thaw (it's thawing). The snow and ice are melting. It's slushy (muddy, dirty) out. Look out for the slush and mud puddles. It is still very slippery in places.

5. The airplane couldn't take off because of the blizzard.

6. It was boiling hot, so we all jumped into the lake.

7. It's a bit chilly today, so I think you should wear a coat.

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<sup>7</sup> Conversation Questions : Seasons : [site]. URL: <https://printdiscuss.com/seasons-conversation-questions/> (date of access: 22.01.2020).

8. The days were boiling hot, but the nights were cool and comfortable for sleeping.

9. Drink lots of water and wear a hat to avoid heat stroke in this weather.

10. Children love to splash in puddles when they are wearing rubber boots.

11. Let's close all the windows. It looks like a thunderstorm is coming.

12. We hope to have sunshine on the day of the beach picnic.

13. It was a dull and rainy day.

14. There wasn't a cloud in the sky.

15. I expect we'll have a fine day. The sun is coming out.

16. The air was crisp and clear and the sky was blue.

17. We had a spell of warm weather in April.

18. A heatwave is a period of time during which the weather is much hotter than usual.

19. We had no umbrellas so we got soaked to the skin in the pouring rain.

20. Just looking at this bag makes me feel summery.

#### VI. *Translate the following sentences into English.*

1. Какой сырой, ветреный и мрачный день! Время от времени начинает моросить. В такую погоду совсем не хочется выходить на улицу.

2. Какая ужасная сегодня погода!

3. Осенью погода обычно сырая. Часто идут дожди. Дуют сильные ветры. Дни стоят очень пасмурные. Небо затянуто облаками. Солнца мало. По ночам иногда бывает сильный туман.

4. Идет снег. Какие мягкие, пушистые и большие снежинки!

5. Ты не знаешь, какая погода будет завтра?

6. Вчера мы попали под ливень, промокли насквозь и вынуждены были вернуться домой.

7. На улице +30 °C в тени, и температура продолжает повышаться. Жара невыносимая.

8. Установилась холодная погода. Со вчерашнего дня морозит. Сегодня ужасно холодно на улице.

9. Идет жаркая волна.

10. Когда мы приехали на вокзал, пошел очень сильный дождь.

11. Думаю, что дождя завтра не будет.
12. Не выходи сейчас. На улице проливной дождь.
13. Ранняя осень – прекрасная пора.
14. Я советую тебе надеть теплую одежду, чтобы не простудиться.
15. Снимите пальто, оно совсем мокрое.
16. На улице проясняется.
17. Я думаю, что день будет чудесный.
18. Тает снег. На улице грязно.
19. Осторожно, ступеньки скользкие.
20. Когда я вышла из машины, то наступила в большую грязную лужу. Я испортила свои новые туфли!

VII. *Match the sentences on the left side with the correct idiom or saying on the right. Explain the meaning of the idiom in English. Can you think of possible Russian equivalents?*

1. Peter may seem like your best friend today, but you will find that he is ...	A. to break the ice
2. She had saved some money for ...	B. as right as rain
3. In my opinion, the whole thing is just a ...	C. a fair-weather friend
4. I took some medicine before I went to bed and the next morning I was ...	D. the calm before the storm
5. Ben was ... whenever she was around.	E. every cloud has a silver lining
6. I don't want to ..., but you can't go to the cinema on Friday, you promised you'd watch your sister, when we go out.	F. it never rains but it pours
7. The in-laws were about to arrive with their kids so she sat on the sofa with a cup of coffee enjoying ...	G. a rainy day
8. I know you want to become a famous footballer but don't ...! It is very hard and you are just not good enough.	H. on cloud nine

9. I will stand by you ..., you are my best friend.	I. rain on someone's parade
10. You ... if you seriously think you're going to get a promotion soon.	J. ray of hope
11. The man decided to ... and make a little conversation.	K. come rain or shine
12. There is a ... after all, it looks like we won't be losing our jobs.	L. have your had in the clouds
13. I found a new job after losing my last one and I like this one more. You see, ...	M. chase rainbows
14. I missed my train this morning, lost my wallet and spilt coffee all over myself. ...	N. storm in a teacup

*Make up your own sentences using these idioms.*

\* \* \*

I. *Do you use an umbrella regularly? Read the following article about the history of umbrellas and do the exercises that follow it.*

### **The Rise of Umbrellas**

The first Englishman to have carried an umbrella met considerable resistance. We look at the history of the umbrella.

In this green, pleasant and occasionally damp land, there are few items more appreciated than the umbrella. And yet the first Englishman known to have carried one met with considerable resistance on the streets of London. The man in question was philanthropist Jonas Hanway who is said to have adopted the practice from his travels abroad in the 1750s.

Overseas, the history of the umbrella's close relative, the parasol, stretches back over 3,000 years to Egypt, with the first record of a collapsible umbrella dating to AD 21 in China. As William Sangster writes in *Umbrellas and Their History*, Hanway "probably felt the benefit

of one during his travels in Persia, where they were in constant use as a protection against the sun". (The word in fact derives from a diminutive of the Latin word *umbra*, meaning shade.)

In common use in France from the early 1600s, umbrellas were only used by women in Britain from around 1700. They make an appearance in John Gay's *Trivia: or, the Art of Walking the Streets of London*, published in 1716, but they were clearly seen as a feminine accessory. "Britain in winter only knows its aid / To guard from chilly showers the walking maid," writes Gay.

As a man with an umbrella Hanway, then, was jeered and mocked by everyone he came across. Coachmen, who realised the threat to their business his portable canopy represented, even pelted him with rubbish. Yet by the time of his death in 1786, umbrellas were on the rise.

Hanway's contribution is remembered gratefully by James Smith and Sons Umbrella Shop, where his portrait hangs on the wall to this day. Known by the cabbies and locals simply as the Umbrella Shop, James Smith and Sons is an almost unaltered Victorian time capsule. The oldest umbrella shop in Europe, its current headquarters on New Oxford Street have changed little since the business moved there in 1857 from Foubert Place, where it opened in 1830.

The reason for the move was the expansion of the business in the wake of Samuel Fox's invention of the lightweight steel-ribbed frame in 1852, which was swiftly adopted by James Smith II. Before that, men's umbrellas were heavy, ungainly things made with whalebone or cane ribs. The central stick would be a stout affair, around one inch in diameter, and the canopy would comprise a heavy fabric, waterproofed with oil or wax. Today, the shop offers a glorious range of handcrafted umbrellas, parasols and walking sticks with all manner of exquisitely carved creatures featuring on the handles.

(From *Discover Britain*<sup>8</sup>)

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<sup>8</sup> Rush A. The Rise of Umbrellas // Discover Britain, 6 June, 2017 : [site]. URL: <https://www.discoverbritainmag.com/weather-the-weather-british-umbrellas/> (date of access: 13.01.2020).



II. *Say why the article mentions the following people.*

1. Jonas Hanway
2. William Sangster
3. John Gay
4. James Smith
5. Samuel Fox

III. *Find Russian equivalents to the following English words and phrases.*

To carry an umbrella, appreciated, in question, to adopt the practice, parasol, to stretch back, to be in constant use, diminutive, to be seen as, to be jeered and mocked, to come across, to be on the rise, to this day, cabbie, unaltered, ungainly, stout.

IV. *Find English equivalents to the following Russian words and phrases.*

Путешествия за границу, встречать ярое сопротивление, складной зонт, защита от солнца, женский аксессуар, бросать в кого-либо мусор, вклад, висеть на стене, местные жители, легкий, был быстро принят, водонепроницаемый, воск, предложить широкий выбор чего-либо, зонт ручной работы, трость, изысканно, резной, ручка.

## Unit 2

# HOW TO TALK ABOUT THE WEATHER IN ENGLISH

I. *Do people in your country often talk about the weather? Why (not)? Read the following text and do the exercises that follow it.*

### **Why Do Brits Talk about the Weather so Much?**

More than nine in ten Brits have talked about the weather in the last six hours. But is this unusual – and if so, is it their culture or the climate that makes them so obsessed?

Oscar Wilde said conversation about it was the last refuge of the unimaginative, while Bill Bryson noted that its most striking characteristic is that there isn't much of it. The weather – and the British obsession with talking about it – has been puzzling outsiders for decades.

According to recent research, 94 % of British respondents admit to having conversed about the weather in the past six hours, while 38 % say they have in the past 60 minutes. “This means at almost any moment in this country, at least a third of the population is either talking about the weather, has already done so or is about to do so,” says social anthropologist Kate Fox, who performed the studies in 2010 for an update of her book *Watching the English*.

So why do the British do it? Is there something about the nation's weather that makes it worthy of discussion, or is it simply a cultural foible? And do any other nationalities share this peculiar conversational trait?

### **Stormy Skies**

Several features of Britain's geography make the weather the way it is: mild, changeable, and famously unpredictable.

Britain's position at the edge of the Atlantic places it at the end of a storm track – relatively narrow zones over oceans that storms travel down, driven by the prevailing winds. “These storms are feeding

on the temperature difference from the equator to the pole,” says Douglas Parker, joint Met Office professor of meteorology at the University of Leeds.

As the warm and cold air fly towards and over each other, the earth’s rotation creates cyclones – and the UK bears the tail end of them.

Then there is the Gulf Stream, which makes the British climate milder than it should be, given its northern latitude, and the fact that the UK is made up of islands, meaning there is a lot of moisture in the air. “Water in the atmosphere makes the weather particularly unpredictable,” Parker says.

The variability means residents never know quite what to expect. Snow in summer? T-shirts in winter? Recently, the hottest-ever November was recorded in mid-Wales, with temperatures hitting a balmy 22.4 °C. “It’s much more unpredictable than the climate of many countries,” says Trevor Harley, chair of cognitive psychology at the University of Dundee, who runs a website devoted to the British weather. “There’s always something happening – and if there isn’t, there is the promise.”

It is these types of extremes that generate much of the debate on online forums about the British weather (yes, they do exist!). The British Weather Newsgroup, for example, has been running since the mid-1990s and was started as a forum for enthusiasts to discuss scientific aspects of the British weather.

Today, almost all aspects of the weather are up for debate, although there are two major themes, says Harley. One is speculation about – and a desire for – severe weather, such as a traditional white Christmas – never mind the fact the UK has only experienced a widespread, Dickensian-like Christmas snow four times in the past 51 years.

The other theme is nostalgia for the weather of the past, which Harley notes is often at odds with the reality. “In my memory, every summer’s day in the 60s was hot and sunny with unbroken sunshine. In fact, this could only have been a few days in a few months; summers in the 60s were unusually cool and unsettled,” he says.

### **Coded Conversations**

Many of the day-to-day conversations British people initiate about the weather, however, are more mundane. Comments like “cold, isn’t it?”

don't even particularly demand a full response; a grunt of agreement will suffice.

Fox has eavesdropped on hundreds of such weather-related conversations as part of her research. She concludes that they're less about the weather and more akin to the kind of physical grooming that occurs among our primate cousins. "Weather talk is a kind of code that we have evolved to help us overcome social inhibitions and actually talk to one another," says Fox.

In some situations, weather talk is an icebreaker. In others it's used to fill awkward silences, or divert the conversation away from uncomfortable topics. Often it's an excuse for a good old grumble, which can be a bonding experience in itself, but we can also use weather speak to gauge other people's moods: "Depending on their response to your weather greeting, you can tell if someone is in the mood for a chat, or is feeling grumpy and negative," says Fox.

But there are certain unwritten rules that the British follow when conducting these weather-related conversations. Firstly, the topic will almost always be introduced as a form of question, even if only in the intonation (e.g., "Raining again?"). Secondly, the person answering must agree. "Failing to agree is quite a serious breach of etiquette. Or at least if you disagree, you have to express it in terms of a sort of personal foible," says Fox. "If someone says: 'Cold, isn't it?' and you say: 'Well actually, no,' the person would be a bit taken aback, and feel that that was a discourteous thing to say."

### **Positive or Negative?**

Of course, these kinds of purely social conversations also occur in other cultures. But both the nature of the conversation – and their content – will vary. Derek Bousfield, an expert in language and impoliteness at Manchester Metropolitan University, explains that in every culture, individuals tread a delicate balance. On the one hand, they want approval by other members of society and to forge closer bonds with others. On the other, they desire to be autonomous and left alone.

Academics call these opposing needs a 'positive face' and 'negative face', respectively, and most societies privilege one over the other. "British people stereotypically favour negative face (the desire to be unimpeded)

over positive face (the desire to be approved of), although we still have a sense of positive face,” says Bousfield. “For instance, getting on the bus and ignoring someone you know would be an affront to positive face, and cause interpersonal issues. But negative face” – which in this example, might mean not intruding on a stranger’s personal space, or refraining from starting an unwanted conversation – “has greater weight.”

When it comes to small talk, countries that privilege positive face will choose personal topics, such as someone’s age, weight or what they do for a living, as an appropriate icebreaker. “That explains why people from some cultures – including the Middle East, China, Southeast Asia, South America and the United States – will ask questions that British people might find rude,” says Bousfield.

A country like Britain, on the other hand, will choose a safe and personally unobtrusive topic – such as the weather.

Japan, Switzerland and Finland are other examples of negative face cultures. And certainly in Japan, another island nation with unpredictable weather, the weather and the seasons are common conversation topics. Take the following haiku by the Japanese novelist Natsume Soseki: “Over the wintry forest, winds howl in rage with no leaves to blow.”

The Swiss and Finns, though, are not quite as obsessed, possibly because there’s less to talk about. In Finland, for example, you can bond with people simply by sitting and drinking with them; you don’t even have to talk much, says Bousfield. “When you do this in the depth of winter – where Helsinki has underground tunnels so the shops can still operate even in deep snow – what weather is there to talk about?” he says. “Everyone knows it’s only going to be ice and snow for up to four, five or sometimes six months, so why talk about it?”

In Britain, on the other hand, we can be wrapped up against the elements on Saturday; picnicking in shorts and t-shirt on Sunday; and battling torrential rain on Monday. That’s just the way it is here.

Cold, isn’t it?

(From *BBC Future*<sup>9</sup>)

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<sup>9</sup> *Geddes L.* Why do Brits talk about the weather so much? // BBC Future, 17<sup>th</sup> December 2015 : [site]. URL: <https://www.bbc.com/future/article/20151214-why-do-brits-talk-about-the-weather-so-much> (date of access: 13.01.2020).

II. *Write the transcription of the following words.*

Refuge, decade, research, eavesdrop, haiku.

III. *Find Russian equivalents to the following words and phrases.*

Obsessed, unimaginative, to puzzle, according to recent research, to be about to do smth., to be worthy of discussion, cultural foible, peculiar conversational trait, to be recorded, to run a website, to be up for debate, to be at odds (with someone / smth.), mundane, to demand a full response, akin to smth., to overcome social inhibitions, icebreaker, to fill awkward silences, uncomfortable topics, to be in the mood for a chat, unwritten rules, to be autonomous, to be unimpeded, when it comes to, unobtrusive, to bond with people.

IV. *Give English equivalents to the following words and expressions.*

Десятилетие, собираться сделать что-либо, причуда, стоящий обсуждения, посвященный, две главные темы, размышление о чем-либо, ностальгия, вступать в противоречие с чем-либо, скучный (однообразный), быть достаточным, подслушивать разговор, делать вывод, неловкое молчание, перевести разговор, ворчать, понимать, вести разговор, нарушение этикета, быть ошеломленным (захваченным врасплох), случаться, разниться, одобрение, налаживать отношения, предпочитать, скромный (ненавязчивый), рас пространенный.

V. *You are going to read an extract from the book **Watching the English** by Kate Fox<sup>10</sup> in which she writes about the rules you should follow when talking about the weather. Read the extract **The Weather** section by section and do the exercises that follow each of them.*

**1. The Weather. Introduction**

*Before you read the introduction to this chapter, check that you understand the following words and expressions.*

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<sup>10</sup> Fox K. *Watching the English. The Hidden Rules of English Behavior.* London : Hodder and Stoughton, 2004. 424 p.

### Useful vocabulary

Protocol, observation, accurate, to come up with, convincing, to have a keen interest in, fascinating, inexplicable, unconscious, display of patriotism, to argue, to evolve, grooming, social bonding.

*Comment on the following statements from the text.*

1. This observation is as accurate now as it was over two hundred years ago.
2. They assume that our conversations about the weather are just conversations about the weather.
3. Most of them then try to figure out what it is about the English weather that is so fascinating.
4. Our conversations about the weather are not really about the weather at all.

### **2. The Rules of English Weather-speak. The Reciprocity Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

### Useful vocabulary

Hapless, a minor breach of etiquette, discourteous, archaic, to understand smth. in the same light, to take smth. literally, to require a response, catechism, to conduct, tacitly.

*Answer the following questions.*

1. What does the reciprocity rule mean?
2. Why did Jeremy Paxman commit a breach of etiquette? What was he required to say to the woman according to the reciprocity rule?
3. Why does Kate Fox mention the “How do you do?” greeting? What is the correct response to this question?
4. Why are comments about the weather normally phrased as questions?

### **3. The Context Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

### Useful vocabulary

Sloppy, lull, to default, arbitrary, facilitator, to indicate a burning interest in smth., in question.

*Answer the following questions.*

1. What are the three most common contexts in which weather-speak should be used? Do you talk about the weather in these situations?
2. What makes the English weather a particularly suitable facilitator of social interaction?
3. Why is weather-speak compared to a tribal totem?

#### **4. The Agreement Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

Useful vocabulary

Capricious, deliberately, tense and awkward, huffy, to be offended, piqued tones.

*Answer the following questions.*

1. What did George Mikes write about the agreement rule?
2. What does *faux pas* mean? What is an example of *faux pas* in the context of the agreement rule?
3. What will happen if you deliberately break the agreement rule?

#### **5. Exceptions to the Agreement Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

Useful vocabulary

To fudge, subtle variations, weather-sensitivity, invigorating, to tend, blatant, emphatic, preferable, modification, pub-argument.

*Comment of the following statements from the text.*

1. The main variation concerns personal taste or differences in weather-sensitivity.
2. Flat contradiction of a “factual” statement is still taboo.
3. There is, however, one context in which English weather-speakers are not required to observe the agreement rule at all.

#### **6. The Weather Hierarchy Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*



### Useful vocabulary

Hierarchy, deviation, to moan, apologetic tones, rueful, grumpy, bizarre, eccentricity.

*Answer the following questions.*

1. What is the structure of the English weather hierarchy?
2. How do television weather forecasters subscribe to this hierarchy?
3. What is the purpose of English “moaning rituals” about the weather?
4. What does *Eeyorish* mean?

### **7. Snow and the Moderation Rule**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

### Useful vocabulary

To occur, aesthetically, conversation-fodder, high-street, to deplore, consecutive, infinite.

*Comment of the following statements from the text.*

1. It is always simultaneously exciting and worrying.
2. Too much snow is to be deplored.
3. We also expect to be surprised.

### **8. The Weather-as-family Rule**

*Use your dictionary to check the pronunciation and meaning of the following words.*

### Useful vocabulary

Hint, touchy, defensive, to belittle, quantitative, informant, put-down.

*Answer the following questions.*

1. Why is English weather compared to a family member?
2. What is the worst possible weather-speak offence?
3. How can you prove that the English are patriotic about the weather?

### **9. The Shipping Forecast Ritual**

*Use your dictionary to check the pronunciation and meaning of the following words and phrases.*

Useful vocabulary

Eloquent, quintessentially English, to come across, evocative, visibility, baffling, litany, hullabaloo, psyche, sacred.

*Answer the following questions.*

1. What is the Shipping Forecast? When is it broadcast?
2. Why do foreigners find listening to the Shipping Forecast baffling?
3. Why do the English like listening to the Shipping Forecast?

### **10. Weather-speak Rules and Englishness**

*Use your dictionary to check the pronunciation and meaning of the following words.*

Useful vocabulary

Handicap, quirky, eccentric, irrational, reluctance.

*What do the rules of English weather-speak tell us about Englishness? What kind of hints do they provide?*

## Unit 3

### DAYS OF THE WEEK

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

Thunder, civilization, concept, cycle, to derive, mythology, to resolve, assembly, to fast, specifying, vague, varied, dawn, fortnight, oxen, unyoked, Mediterranean, to highlight, to intertwine, Teutonic, ancestor, desanctified, Constantine, ridiculous, Genesis, leisurely, entertainment.

II. *Read the following text and translate it.*

The Oxford English Dictionary and Webster's (USA) both still define Sunday as being the first day of the week. Italian dictionaries of over 100 years ago put Monday as the first day, though specifying that for the Church Sunday was still the first. For many Muslims Saturday is the first day.

Defining what a day is is not easy – does it mean hours of light as opposed to night? Is it a specific period of time known to the speakers (e.g. We had a lovely day out. Have you had a good day, darling?) Or is it 24 hours? The reason it's so difficult to define is that the concept of a day as being 24 hours is only quite recent, and most languages, rather than adopting a totally new word to describe this period, carried on using the rather vague word *day* which for most of them began when the sun rose and so varied in length at different times of the year. Days used to be counted in terms of *suns*, *sleeps* and *dawns*, or indeed *nights* hence the Teutonic *fortnight* (fourteen nights). A nation's method of telling the time is often reflected in that nation's language, so the Irish word for *morning* originally meant 'the time when the oxen are unyoked'. In Northern Scandinavia, time was calculated by the position of the sun over the mountain peaks. In English we divide up the day in terms of natural events: daybreak, sunrise, morning. In Russian there is the word *sutki* ("сутки") with a definite meaning of 24 hours.

Before they came into contact with the Romans, the Germanic tribes probably didn't divide up their months into weeks, so what they called a 'week' had a wider meaning than simply a space of seven days. The Indo-European root *weig* literally meant 'bend' with a basic sense of 'a period of change'. In the primitive calendar, months began on the first day of the new moon, in fact it's not difficult to see that 'month' derives from 'moon'. The moon is, of course, at the root of Monday, too – the day of the moon in most European languages. The pre-Christian *dies soloris* is only 'Sunday' in the unholy north, whereas it is the day of the Lord (*domenica* in Italian) around the Mediterranean. All our other days are named after pagan gods, highlighting how intertwined daily and religious life were, and also how Norse mythology liberally borrowed from the Greeks and Romans. In true heathen fashion, like our Teutonic ancestors, we still use capital letters for the days of the week and for the months, whereas Romance language speakers have desanctified and demoted the pagan gods to lower case.

In 321 AD the seven-day week was introduced by Emperor Constantine, a Christian, who, fed up with the ridiculous calends, ides and nones, may have either taken inspiration from Genesis or from the seven planets known at that time.

Most languages have no equivalent of 'week-end'. In French it is *le week-end*. France adopted *la semaine anglaise* in 1914 when their own *banque et des maisons de commerce* also decided to shut on Saturdays. 'Weekend' is one of the few English words that has entered the French language without too much protest, possibly because of its happy leisurely connotations. Initial Gallic re-spellings such as *ouiquende* soon disappeared, but in French Quebec *fin de semaine* is still battling it out with 'weekend'. The word *semaine* itself (Italian *settimana*) is simply based on the Latin for seven – *septimus*. In Sri Lanka in addition to the weekend, the full moon day (*Poya day*) is a holiday. On this day all places of entertainment are closed and no alcohol is on sale.

*Thirty days hath September,  
April, June and November.  
All the rest have thirty-one,*

*Excepting February alone  
Which hath twenty-eight days clear,  
And twenty-nine each Leap Year.*

(From *The Book of Days*<sup>11</sup>)

III. *Answer the following questions to the text.*

1. What information has the text given you about the first day of the week?
2. What, throughout the ages, has the word *day* meant?
3. What do the following words mean: *daybreak, sunrise, morning, noon, dusk, twilight, night, evening, afternoon, sundown, sunset*?
4. How did the ancients tell the time? Was it very accurate?
5. In honor of who is *Sunday* named? What about *Monday*?
6. How is the moon reflected in the calendar?
7. Why does English still use capital letters for the days of the week and the months?
8. How did Emperor Constantine, the first Roman emperor to become a Christian, come into the picture?
9. What can you say about the English word *weekend*?

IV. *Voice your opinion on the following.*

1. There should be a different number of days in a week – three, four, five, ten, etc.
2. Every month should have the same number of days. What is left should become a holiday for the whole world.
3. Extra days for the Leap Year should be added once in a hundred years.
4. In summer the hours should be longer than 60 minutes, in winter – shorter. The same for the hours of the night.
5. We should always wake up when the sun rises, even in winter, and go to bed when it sets. Never mind the alarm clock.
6. Every country in the whole world should name its days of the week and of the month the same, so that tourists don't get mixed up.

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<sup>11</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. Cambridge : Cambridge Univ. Press, 1999. P. 102.

V. Read the following text and translate it.

### **Markets, Gods, Baths and Planets**

The seven-day week originated in West Asia, spread to Europe and later to North Africa. In other parts of Africa, three, four, five, six and eight-day weeks are found. The number of days corresponds to the number of different markets on different days in the area; in fact, the Congo word for ‘week’ is the same as for ‘market’. The capital of Tajikistan, Dushanbe, means ‘Monday’. It was the market day.

Not all languages have special names for the days of the week – in many other African languages, for example Swahili, they simply say ‘first day’, ‘second day’, etc. However, their first day doesn’t always correspond to our first day, and is often Saturday. Most ancient civilizations – Egyptian, Babylonian, Mayan, Chinese, etc. – didn’t have a concept of the week. Instead they had cycles of days, twenty days for the Mayans and Aztecs, rather than the European seven.

The English and German names of the week days derive from Scandinavia, where originally a five-day week was used. The Scandinavians actually based their mythology on Greek and Roman mythology – so Woden and Mercury were both gods of war, and Frigg and Venus both goddesses of love. Today in Iceland, Sweden and Denmark, Saturday is still known as ‘bath day’ (*Laugardagur*, *Loerdag*), because some tribes were unable to find a Teutonic equivalent of the Romans’ honouring of Saturn – the god of agriculture. The problem was resolved when they noticed the Roman soldiers’ habit of taking a bath on this day!

(From *The Book of Days*<sup>12</sup>)

VI. Use your dictionary to check the pronunciation of the following words.

Sabbath, Constantine, commemorate, resurrection, presumably, distinguish, Jews, Jewish, bizarre, pheasants, sweatshops, rallying.

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<sup>12</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 103.

VII. Read the following interview and translate it.

**Anne:** Now last week you told us about the origins of the days of the week. This evening I thought you might like to tell us about the weekend. I mean has the idea of the weekend always existed?

**Bruce:** Well, there's traditionally always been a day of rest. The Sabbath.

**Anne:** But isn't the Sabbath a Saturday? I mean I know the Italian and Spanish words for Saturday sound very much like 'Sabbath'.

**Bruce:** That's true, but back in the fourth century AD, the Roman emperor Constantine decided that Sunday should be a day of rest. And he changed the original Latin name, *dies solis*, which means 'day of the sun', to *dies di dominica* which means 'day of the lord'.

**Anne:** 'Lord' as in 'God'?

**Bruce:** No, the 'lord' meant 'Jesus', since the day was supposed to commemorate his resurrection, which had, of course, been on a Sunday.

**Anne:** And presumably the Christians wanted to distinguish themselves from the Jews by having their day of rest on a different day?

**Bruce:** Maybe. But in any case in Great Britain they passed all kinds of laws telling you what you could and could not do on a Sunday. For example, in the eighth century servants were not allowed to travel on horseback on a Sunday, but if slaves were made to work, then their masters had to pay a hefty fine. In Elizabeth the first's time you also had to pay a big fine if you didn't go to church. Then in the seventeenth and eighteenth centuries they introduced other bizarre laws about bakers and fishing and hunting. For example, you weren't allowed to hunt game – deer, pheasants or what have you – but you could kill rabbits.

**Anne:** But in any case, Sunday was still the first day of the week?

**Bruce:** Right.

**Anne:** But how could it be both the first day of the week and part of the weekend too?

**Bruce:** Well, the idea of having a weekend is only quite recent. It was the result of some labour laws, from around 1878, which introduced a five-day working week. Until that time people had been slogging away down the mines, in factories and sweatshops for ten to twelve hours a day, six days a week. 'Weekend' soon became an international rallying word as other countries too wanted better working conditions.

**Anne:** One final question. Does everyone in the world now have a weekend?

(From *The Book of Days*<sup>13</sup>)

VIII. *Answer the following questions to the interview.*

1. When was the original Sabbath – Saturday or Sunday?
2. When did the Roman emperor Constantine decide to change the day of rest?
3. What do *dies solis* and *dies di dominica* mean?
4. Why was the day of rest changed?
5. What couldn't English servants in the eighth century do on a Sunday?
6. During the reign of Elizabeth the first what might you be fined for on a Sunday?
7. Which of these animals were you allowed to kill in Britain on a Sunday in the 18<sup>th</sup> century? Rabbits, deer, pheasants?
8. When was the five-day working week introduced into Britain: 1668, 1678, 1868, 1878?
9. Until that date how many days a week did people work and for how many hours a day?

IX. *Read the following text.*

### **Thank God it's Friday**

Friday is an important day in many religions – for some it is the last day of the week and is known as 'the day of assembly'. Christians associate Friday with fasting and eating fish; and with bad luck because of the connection with Christ's crucifixion. For the Jews sundown on Friday is the beginning of their Sabbath. Muslims are encouraged to go to the mosque for all their prayers, but particularly on a Friday. Friday is also the last day of the working week for people in most countries of the world, thus many people have had to adapt their religious routines to fit in with the business week of the western world.

(From *The Book of Days*<sup>14</sup>)

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<sup>13</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 104.

<sup>14</sup> *Ibid.* P. 105.



## Unit 4

### THE WEEKEND IN GREAT BRITAIN

*Read the text paragraph by paragraph and do the exercises that follow each paragraph.*

I. *Use your dictionary to check the pronunciation of the following words and phrases and find out what they mean.*

Therefore, to look forward to, boarding house, Birmingham, to repair, mowing, to mow the lawn, sewing, newsagents, groceries, any length of time, suburb, disappearance, previous, motor-cycle, to announce, leisurely, enthusiast, delivery, whistling, especially, to specialize, tabloid, supplementary, sensationalism, submerged, vegetables, realization, melancholy.

II. *Read and translate the following text.*

Most people in Britain work a five-day week, from Monday to Friday; schools, colleges and universities are also closed on Saturdays and Sundays. Therefore from Friday evening till Monday morning people are usually free.

Everyone looks forward to the weekend and when Friday comes along, as people leave work they say to each other, "Have a nice weekend". Then on Monday morning they ask "Did you have a nice weekend?" or "What did you do at the weekend?"

Students, young people working away from home and single people in general like to go away for the weekend. They may go home, go to stay with relatives or friends in different parts of the country or stay in a hotel or boarding house in the country or at the sea. Most towns in England are not more than four hours apart by train and many are much less. For example, the London – Birmingham train takes one-and-a-half hours, the London – Bristol – two-and-a-half hours; and no one in England lives more than 100 miles from the sea. Therefore it is possible to leave straight from work on Friday and come back on Sunday evening. It is of course more difficult for married couples with children to go away

for the weekend. They do so sometimes but, as they usually have a house, they more often have people to stay.

Those who stay at home at the weekend try both to relax and catch up with all the jobs they are too busy to do during the week. For women who go out to work these include housework, sewing, washing, shopping and sometimes gardening; for men – repairs and other odd jobs in the house, cleaning the car, mowing the lawn and gardening. Saturday morning is a very busy time for shopping, as this is the only day when people who are at work can shop for any length of time. On weekdays shops close between 5.30 and 6.00 p.m., and are closed all day on Sunday (except for newsagents and some small groceries and sweetshops). On Saturdays the shops in the centre of big cities usually close at 1 p.m.; in the suburbs and small towns they stay open till 5.30 or 6.00 p.m. as on weekdays (though they have an “early closing day” in the week to make up for it). (As far as closing time for shops is concerned, the situation has changed in the recent years. Huge supermarkets have appeared – a fact that has led to the disappearance of many small groceries “on the corner of the street”, as it was in previous times. Supermarkets and other shops now have longer working hours and many of them are definitely open on Sundays.)

On Saturday afternoon the most important sporting events of the week take place – football, rugby (in summer, cricket and tennis), horse-racing, car and motor-cycle racing and other sports. Some men go and watch, others sit and watch the sports programs on television. In the late afternoon the sports results are announced on radio, television and the Internet, and the sports editions of the evening papers are on sale.

Saturday evening is the favourite time for parties, discos, going to the pictures (movies) or the theatre, in fact for “going out”, generally. For many people it is the climax of the weekend. There is plenty of time to get ready and no one has to worry about getting up early for work next day.

Having gone to bed late the night before, many people have a lie-in on Sunday morning. When they finally get up they have a leisurely breakfast. Some have breakfast in bed, although this depends on your having someone willing to get it and bring it up. However, some breakfast-in-bed enthusiasts will get up, get breakfast themselves and take it back to bed. While having breakfast people start reading the Sunday papers or they start surfing the Internet to see what the latest news is. In the old

days newspapers were delivered to homes by a car service with the delivery man throwing the papers into people's front yards and whistling to inform them that the paper has arrived (especially if the weather was rainy). Britain has quite a number of Sunday papers. Some are special Sunday versions of the daily papers while others are weeklies published only on Sundays. There is the serious (quality) press and there are the tabloids specializing in crude sensationalism. The serious papers often consist of three or four separate sections with articles on political, social and cultural topics. There might be a special supplementary illustrated magazine, and of course a special sports section covering the week's sporting events. There are enthusiasts that buy 3 or 4 of these Sunday editions and spend the whole day submerged in a sea of newspapers.

If the weather is fine, people may decide to go out for the day. Often, however, having got up late in any case, they wait till after lunch, which is at 1 or 1.30 p.m. Sunday lunch is traditionally the most important family meal of the week. Most people have a "joint" (a piece of meat for roasting in the oven) which is roasted, then carved and served with roasted or boiled potatoes and one or more other vegetables such as peas, carrot or cabbage, and gravy. Then comes the pudding, for example apple pie and custard, and finally tea or coffee.

This meal induces in most people a state of inertia, and they sit talking, reading the paper, watching TV or surfing the Internet or just dozing, until tea time. In the summer they sit in the garden and more energetic people go out for a walk or to see friends with whom they might sit in a cafe. After what often seems quite a short while it is tea time, that is 5 or 5.30 p.m. Besides the all-important tea there are sandwiches, sometimes cold meat and salad, fruit and cream, bread and butter and jam, and cakes. Quite often friends are invited to Sunday tea.

Some people spend Sunday evening quietly at home, others go to see friends or to a pub for a drink or to a concert or film. The realization that the weekend is nearly over casts a slight melancholy on the evening.

(From *Учебник английского языка для первого курса языкового вуза*<sup>15</sup>)

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<sup>15</sup> Фролова Г. М., Стрелкова Г. В., Лебедева М. С. и др. Учебник английского языка для первого курса языкового вуза. М. : ИЛБИ, 1997. С. 79–81.

III. *Make up a plan to the text.*

IV. *Answer the following questions to the text.*

1. How long is the working week in Great Britain in most cases?
2. In the circumstances that have been developing in the world today do you think the working week should be made shorter? Why or why not?
3. What do many young and single people do during the weekend?
4. Can you say the same for young people in our country?
5. What is the problem of distances in Russia? Is it as easy to go wherever you want to for the weekend?
6. How do many married couples in Britain spend their weekend? What about Russia?
7. What do a lot of people have to do during the weekend if they own a house?
8. Compare the working hours of shops in England and in our country. Which do you think is more convenient?
9. When does your family do the shopping?
10. How do most people in England spend Saturday? Do members of your family spend it the same way?
11. What sport are you a fan of? How much time do you spend at it?
12. Does anyone serve you breakfast in bed? Do you want it to be served to you in bed?
13. How much time do you spend reading the latest news and what is the source you use?
14. Do you always go out on Saturday night and only on Saturday night?
15. Does your family have a tradition of going away for the weekend (in the car, on a bus or a train) in summer or in winter?
16. Do you have a tradition of cooking anything special for Sunday lunch or dinner? What vegetables do you prefer and what sweets for tea?
17. Do you prefer to have friends visiting you or do you like going out somewhere with them?
18. Are you happy to go back to your studies on Monday morning?

V. *Translate the following sentences into Russian taking account of the words and phrases used in the text.*

1. He stood there looking at us.

2. She was lying in bed reading the newspaper.
3. If you hear a shot start running.
4. Either you fetch the newspaper yourself or ask someone to do it for you.
5. They play either football or rugby or some other game.
6. Some guests stayed for the night, others left in their cars.
7. On the one hand, he is right, on the other hand, I'm not sure.
8. There are two coats there. I tried one on. It didn't fit. Please, let me try on the other one.
9. There are ten pens on the table. The one you gave me doesn't write, give me another pen, please.
10. She took one book, then another and another, but bought nothing.
11. We have our papers delivered to us.
12. We have the lawn mown every week.
13. I must have my shirt ironed.
14. She had to have her coat dry cleaned after the accident.
15. Tom is taking me out tomorrow night.
16. There is nothing in the fridge, let's dine out tonight.
17. She hardly ever spends her evenings at home, she is always out.
18. I think I'll take the children out to a matinee on Saturday.
19. Don't just lie there doing nothing. There are so many odd jobs to do around the house.
20. It's difficult for young people to find a good job today.
21. He quit two months ago and is still out of work.
22. I'm looking for a job.
23. There's work for you to do.
24. The philosopher Kant left home at eight sharp every morning all his life.
25. You've lost so much time. You'll have to make up for it.
26. Go and fetch another chair from the other room. You brought the wrong one.
27. Most parents take their children home from school after 3 p.m. and don't leave them there till 6 p.m.
28. The place is awful. I won't stay here another day.
29. Go out and stay out. I don't want to see you anymore.

30. Most children like to stay out till it gets dark.
31. Don't stay up too late. You have to get up early tomorrow.
32. She had a bad cold and the teacher told her to stay away from school for several days.
33. We all enjoyed our stay in the south of Italy last summer.
34. Don't worry about him. He's old enough to look after himself.
35. Don't trouble trouble, until trouble troubles you.
36. Has anyone asked for me?
37. He asked a favor of me.
38. Don't ask him to dinner. He doesn't know how to behave.
39. We got lost in the big city and had to ask the way.
40. He is busy getting ready for the trip.
41. The baby keeps her busy all day.
42. The telephone line was busy (engaged).
43. Time flies and sometimes time drags on.
44. That doesn't leave us much time for shopping.
45. We had a good time in the country last weekend.
46. I'll stay here for the time being even if you don't like it.
47. Don't worry, he'll do it in no time.
48. Teach the child to tell the time.
49. We were only just in time for the concert.
50. The train came on time.
51. I saw the play once.
52. He was a famous singer in his time.

VI. *Insert the correct preposition.*

1. Where are you going (*for/to/by*) the weekend?
2. Can you stay (*over/during/at*) the weekend (till Monday)?
3. I'll do it (*for/at/by*) the weekend.
4. (*On/at/for*) weekdays the shops close at 6 p.m.
5. There is one train timetable (*for/at/by*) weekdays, another (*for/at/by*) the weekend.
6. I don't want to stay at home on Saturday night. Let's go (*out/in/to*).
7. My boyfriend came and took me (*out/in/to*) for a walk.
8. She doesn't sit at home much. She goes (*out/in/to*) a lot.

9. Dad takes David (*out of/away from*) town every weekend and they go skiing.

10. What's he doing? He is (*at/on/to*) work (*by/on/with*) his second novel.

VII. *Translate the following sentences from Russian into English using the words and expressions from the text.*

1. Она сидела и читала книгу.
2. Они стояли и ждали нас.
3. Либо ты вернешь мне книгу, либо ты заплатишь за нее.
4. Либо он, либо она сделают эту работу.
5. Одни смотрели телевизор, другие сидели и разговаривали.
6. Тут две ручки. Эта не пишет. Дай мне ту, другую.
7. Тут восемь карандашей. Этот сломался. Дай мне другой.
8. Нам газеты и журналы приносят домой.
9. Мне надо отдать пальто в химчистку.
10. Ему надо было погладить брюки.
11. Ты сможешь остаться у нас на выходные дни?
12. Что ты будешь делать на выходных?
13. В рабочие дни я встаю очень рано.
14. Давай куда-нибудь сходим в субботу вечером.
15. Сегодня у папы день рождения. Мы ведем его в ресторан.
16. Мы сегодня ужинаем не дома.
17. Он работает над своим вторым романом.
18. У меня сегодня много работы в саду.
19. У мамы всегда много работы по дому.
20. Он потерял работу из-за того, что все время опаздывал.
21. Пожилая женщина пригласила человека для выполнения всяких мелких работ по дому.
22. Он ищет работу уже два месяца.
23. Уходя с работы в пятницу после обеда, они все желают друг другу хорошо провести выходные.
24. Тебе придется возместить то время, что ты потерял.
25. Сходи и принеси книгу из моей комнаты.
26. Я заберу детей из школы сегодня.

27. Завтра надо будет принести ручку и лист бумаги.
28. Муж отвозит меня домой на машине.
29. Кто отвезет ящики на почту?
30. Я не могу остаться. У меня нет времени.
31. Врач посоветовал ему посидеть дома и не ходить на улицу еще два-три дня.
32. Скажи детям, чтобы они не оставались на улице после того, как станет темно.
33. Я вернусь поздно, ложись и не жди меня.
34. Не общайся с этими детьми, сказала ему мать.
35. Не беспокойся о ней. Все будет хорошо.
36. Он спросил, как пройти.
37. Давай пригласим ее на обед.
38. Директор сейчас занят на совещании.
39. Какая оживленная улица, давай свернем в переулок.
40. Надо делать все вовремя.
41. Нельзя терять время. Мы опоздаем на поезд.
42. Нам пришлось ждать очень долго.
43. Ребенок не может сказать, сколько времени. Он слишком мал.
44. Не берись за два дела сразу.

VIII. *Now that you have read the text, memorized the words and expressions to it, done the translations of sentences, use the words from ex. 1 to make up your own sentences and situations.*

IX. *The nouns **breakfast, lunch, brunch, tea, snack, dinner, and supper** are used to denote meals people have during the day. They are sometimes used with the definite or the indefinite article. Sometimes they are used without an article. Here are some examples.*

1. "Breakfast is ready," said Mother.
2. The lunch we had was awful.
3. We were given a breakfast, but no lunch.
4. Supper in England is a very late meal.
5. I always have a snack between lunch and dinner.
6. The dinner we were invited to was an event to be remembered.
7. You won't stay hungry, brunch will be served for all.



a) Now that you have read the sentences given above, try to explain in what cases articles are used or not used. Give three examples of your own.

b) Make up situations about meals using the following words and expressions: to have, to come to see, to go to see, to stay for, to ask someone to lunch, etc., before, at, after, for, instead of.

X. Fill in the gaps using **another**, **(the) other**, **(the) others**.

1. The Smiths get two papers on Sunday. They sleep in late, so their dog Spotty fetches first one paper, then \_\_\_\_\_.

2. We all like to read about accidents in newspapers. But it's one thing to read about them and quite \_\_\_\_\_ to end up in hospital.

3. "You're in hospital. Stop shouting," said the nurse. "Think about \_\_\_\_\_ patients."

4. I had a bike when I was small, but now I've grown up and I want \_\_\_\_\_ one.

5. There are two second-hand cars here. I don't like the red one. I think I'll buy \_\_\_\_\_ one.

6. Mary believed me, but I didn't manage to convince \_\_\_\_\_.

7. Tom didn't love her, so she had to marry \_\_\_\_\_ man.

8. I thought she could speak Chinese, but it turned out that she had been learning \_\_\_\_\_ languages.

9. I have never been to Peru, though I have visited \_\_\_\_\_ countries in South America.

10. How unfortunate of you not to know that there are \_\_\_\_\_ ways of doing it.

XI. Translate the following text into English.

Очень интересно описать обычный день в той или иной стране. Все люди, конечно, ночью спят, утром и днем на работе или чем-то заняты, к вечеру возвращаются с работы, и некоторые из них позволяют себе расслабиться. Тем не менее, у каждой страны существуют свои традиции.

Обычный день англичанина очень похож на расписание движения железнодорожных поездов. График составляется заранее на недели, иногда месяцы, и поезда всегда приходят точно по расписанию.

День в Англии начинается на Флит-стрит (небольшая, немного искривленная улочка, ведущая к собору Святого Павла. Раньше здесь располагались издательства всех газет, выходящих в Лондоне, но потом, из-за недостатка места, все издательства переехали в другие места, но Флит-стрит до сих пор обозначает прессу Англии) и этот день начинается в предыдущую ночь (накануне). Завтрашние газеты выходят в 10 часов вечера. Они будут продаваться с раннего утра.

Теперь появился Интернет, и желающие могут воспользоваться его услугами, чтобы быть в курсе последних событий.

В домах уже проснулись, и хозяйки очень заняты: они готовят завтрак мужьям и детям. Завтрак будет почти везде одинаковый: тарелка овсяной каши – столь же знаменитой, сколь и безвкусной, яйцо с кусочком бекона и чашка чая или кофе. После завтрака мужья (а теперь и многие жены) отправляются на работу. Рабочие должны быть на работе к 8 часам, служащие, секретари, продавцы магазинов – к 9 или 10 часам, в зависимости от учреждения.

Начинаются часы «пик». Добираться до места работы придется, как правило, долго, час-полтора. Большинство семей предпочитает жить в своем доме, подальше от центра города.

Оставшиеся дома хозяйки наводят порядок и отправляются по магазинам. В будние дни магазины открыты с 9 утра до 6 часов вечера, но в 3 или 4 часа заканчиваются занятия в школе, и хозяйки стараются успеть домой к тому времени, когда дети вернутся из школы.

Между тем наступает время обеда. Одни приносят из дома сэндвичи, другие идут в ближайшие кафе или ресторанчики. Но у всех обед будет в час дня.

В 4 часа заканчивают работу предприятия, в 5 – учреждения и банки. Снова железнодорожные линии перегружены. В 7–8 часов вечера англичане ужинают. После ужина остается еще несколько свободных часов. Одни любят поработать в саду, другие – почитать газеты, или посмотреть, что нового в Интернете, кое-кто будет смотреть телевизор. Любители потолковать отправляются на вечер в паб – *public house*, где можно выпить пива, поиграть в дартс.

Вы можете оставаться там до 11 часов, иногда и дольше, но ровно в 11 бармен произносит традиционное «Время, джентльмены и леди, прощу вас». (*Time, gentlemen and ladies, please*). Это означает, что вам пора уходить.

(From *Учебник английского языка для первого курса языкового вуза*<sup>16</sup>)

XII. *Answer the following questions to the text.*

1. Would you like to live according to this schedule? Why or why not?
2. How does it differ from what we have in Russia?
3. Do you always eat porridge in the morning?
4. When do classes in school end in our country? Is it always the same time and why not?
5. Can all mothers and wives in our country afford to stay at home and not go out to work every day?
6. If you are a female, what would you prefer to do?
7. What do you think of the working hours of shops and supermarkets in Great Britain?
8. Do all members of the family come home at the same time in our country?
9. Do we have a tradition of going out to sit in pubs all evening?
10. Do the British go to the pub to get drunk or to talk and communicate?
11. How is the beer served?
12. Are women today allowed to sit in pubs?
13. Do you think that spending your evening in a pub is a good pastime?

I. *Look up the following words in your dictionary before you read the text and see how they are pronounced.*

To celebrate, anniversary, absolutely, pouring, kilometer, to bother, apparently, controller, to cancel, Belgium, to persuade, announcement, unscheduled, fuel, unfortunately, Ireland, Heathrow, eventually.

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<sup>16</sup> Фролова Г. М., Стрелкова Г. В., Лебедева М. С. и др. Учебник английского языка для первого курса языкового вуза. С. 107–108.

II. *Read the text, write out the new words and memorize them.*

### **Escape**

The idea had been to have a weekend away to celebrate our anniversary. But when we got there it was absolutely pouring so we spent the weekend just sort of watching the pool and waiting for the sun to come out. Which it didn't.

On Sunday we called a cab to take us to the airport and that's when our troubles started. The car broke down about a kilometer from the airport and the driver advised us to walk the rest. Which we did. In the rain. Tropical rain. Oh, and, by the way, the driver still expected us to pay.

We got to the airport with just a few minutes to spare, but we needn't have bothered. We were supposed to fly to Brussels to pick up a connecting flight to Dublin. But we picked the wrong day. Apparently there was an air traffic controllers' strike in France and all the flights to Belgium had been cancelled because they had to fly over French airspace. Hang on, we said, we don't want to go to Belgium anyway. Put us on a flight to London or somewhere and we can get a connection from there. While all this was going on, the people around us were shouting and screaming, trying to find out how they were going to get home. At one point a fight broke out when one man wouldn't take "no" for an answer. Eventually, we persuaded them to put us on a flight to London.

Many hours later I got woken up by an announcement from the pilot. Because of very strong headwinds, we would be making an unscheduled stop for fuel at Ostend, so we were going to Belgium after all. When we landed, we had to wait for a tanker to arrive and after sitting two hours on the runway, some people in the plane were beginning to get angry. They said we couldn't get off, but decided to allow people at the back to smoke. Within minutes there was a crush of people smoking at the back of the plane, and a horrible smell for the rest of us. So... they opened the doors at the front and the back to let the smoke out. In the middle of February. At this point the second flight of our journey began, with people at the front freezing with cold getting angry with the smokers. A few punches were thrown and things would have got really out of hand if the pilot hadn't announced that we were preparing for take-off.

Anyway, to cut a long story short, we got to London, and by this time it was three in the morning. Unfortunately, it was London Gatwick and our connection to Ireland was from Heathrow. No problem, they said. Hop on a bus and you'll be at Heathrow in an hour. So what happened next was we got on a bus and, guess what, the bus broke down. Half past four in the snow. No heating. No food. Nightmare. We eventually got home in the middle of the following day.

(From *Inside Out*<sup>17</sup>)

III. *Answer the following questions to the text.*

1. Why did these two people decide to have a weekend away?
2. How did they spend the weekend and why so?
3. What happened to the cab that was to take them to the airport?
4. Why didn't they fly to Belgium?
5. What does the job of an air traffic controller consist of?
6. What did they eventually persuade the airport authorities to do?
7. Why did they land in Belgium after all?
8. What unpleasant incident was caused when the smokers were allowed to smoke?
9. How is Gatwick connected with the whole story?
10. When did the unlucky travellers finally get home to Dublin?

IV. *Look through these reporting verbs and see if you know what they all mean. If you don't, look them up in your dictionary.*

Say, tell, speak, talk, ask, advise, claim, mention, assure, reassure, confirm, declare, admit, complain, propose, inform, argue, suggest, persuade, convince, reject, deny, stress, refuse, insist, announce, report, explain, order, confess, forbid, instruct, remind, shout, whisper, share, cry out, wonder, promise, prohibit.

V. *Use these reporting verbs to retell situations from the text.*

VI. *Find the funny situations in the text and try to compare them with instances that happened in your life or in the life of your family or friends.*

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<sup>17</sup> Kerr P. *Inside Out : Upper Intermediate Workbook*. London : Macmillan, 2005. P. 43.

I. Look up the following words in the dictionary and see how they are pronounced. Find their meaning.

Idea, warily, disturbing, sunburned, to get tired, actually, observations, sticking, concerned, attachment, absolutely, lawyer, to survey, deluxe, inflatable, dinghy, scuba equipment, waterslide, beneath, preposterous, to nibble, to emerge, to whimper, to bury, to manage, dermatologist, convention, Cleveland, exhibit, Irish, lovely, heartbreaking.

II. Read the extract from Bill Bryson's book *Notes from a Big Country* and do the exercises that follow it.

### **A Day at the Seaside**

Every year, about this time, my wife wakes me up with a playful slap and says, "I've got an idea. Let's drive for three hours to the ocean, take off most of our clothes and sit on some sand for a whole day."

"What for?" I ask warily.

"It will be fun," she will insist.

"I don't think so," I will reply. "People find it disturbing when I take my shirt off in public. I find it disturbing."

"No, it will be great. We'll get sand in our hair. We'll get sand in our shoes. We'll get sand in our sandwiches and then in our mouths. We'll get sunburned and windburned. And when we get tired of sitting, we can have a paddle in water so cold it actually hurts. At the end of the day, we'll set off at the same time as 37,000 other people and get in such a traffic jam that we won't get home till midnight. I can make interesting observations about your driving skills and the children can pass the time sticking each other with sharp objects. It will be such fun."

The tragic thing is that because my wife is English, and therefore beyond the reach of reason where saltwater is concerned, she really will think it's fun. Frankly, I have never understood the British attachment to the seaside.

So when, last weekend, my wife suggested that we take a drive to the sea, I put my foot down and said, "Never – absolutely not," which is of course why we ended up, three hours later, at Kennebunk Beach in Maine.

On arrival, our youngest – I'll call him Jimmy in case he should one day become a lawyer – surveyed the scene and said, "OK, Dad, here's the situation. I need an ice cream, a Li-Lo, a deluxe bucket and spade set, a hot dog, some candy floss, and an inflatable dinghy, scuba equipment, my own waterslide, a cheese pizza with some extra cheese and a toilet."

"They don't have those things here, Jimmy," I chuckled.

"I really need the toilet."

I reported this to my wife.

"Then you'll have to take him to Kennebunkport," she said serenely from beneath a posterous sun hat.

By the time we found a toilet, little Jimmy didn't need to go any more, so we returned to the beach. By the time we got there, some hours later, I discovered that everyone had gone off for a swim, and there was only one half-eaten sandwich left. I sat on a towel and nibbled at the sandwich.

"Oh look, Mummy," said number two daughter gaily when they emerged from the surf a few minutes later, "Daddy's eating the sandwich the dog had."

"Tell me this isn't happening," I began to whimper.

"Don't worry, dear," my wife said soothingly. "It was an Irish setter. They're very clean."

I don't remember much after that. I just had a little nap and woke to find that Jimmy was burying me up to my chest in sand – which was fine, except that he had started at my head – and I managed to get so sunburned that a dermatologist invited me to a convention in Cleveland the following week as an exhibit.

We lost the car keys for two hours, the Irish setter came back and stole one of our beach towels, then nipped me on the hand for eating his sandwich, and number two daughter got tar in her hair. It was a typical day at the seaside in other words.

"Lovely," said my wife. "We must do that again soon."

And the heartbreaking thing is she really meant it.

(By *Bill Bryson*<sup>18</sup>)

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<sup>18</sup> *Bryson B. A Day at the Seaside* // Kay S., Jones V. *New Inside Out : Upper Intermediate Student's Book*. London : Macmillan, 2005. P. 69.

III. *Answer the following questions to the text.*

1. What idea does the author's wife get about every time this year?
2. What are the great things that always happen to them on the beach?
3. What about the journey there and back?
4. In what sphere are the British beyond the reach of reason?
5. Did the husband have any say in the matter?
6. What did the youngest boy ask for?
7. What's the story about the toilet?
8. What did the author do when he got back from Kennebunkport?
9. What's the story with the dog connected with?
10. Who tried to bury the author in sand?
11. How does the dermatologist come in?
12. Will all these mishaps stop the wife from wanting to go to the beach again?

IV. *Use the following words and phrases to make up your own situations.*

About this time, I/he/she/we have got an idea, to find it disturbing, to take off your clothes, to be fun, to get sunburned/windburned, to get tired, at the same time, to get home, driving skills, beyond the reach of reason, to make observations, where smth. is concerned, attachment to smth., to suggest, to take a drive to, to put your foot down, to end up at, in case, on arrival, by the time, to discover, except, to get tar in your hair, at the seaside, heartbreaking, to mean smth.

I. *We often invite guests for the weekend. This little extract shows that they are not always welcome, especially those that you personally didn't invite.*

## **The Count**

(The story takes place on the Greek island of Corfu in the 1930s. The family stayed there for about five years. Larry is the eldest son, then comes Leslie, then Margo the daughter and Gerry is the youngest).

"Marco's sending Count Rossignol for a couple of days," Larry said casually to Mother.

"Who's he?" asked Mother.



"I don't know," said Larry.

Mother straightened her glasses and looked at him.

"What do you mean, you don't know?" she asked.

"What I say," said Larry. "I don't know. I've never met him."

"Well, who's Marco?"

"I don't know. I've never met him either. He's a good artist though."

"Larry, dear, you can't start inviting people you don't know to stay," said Mother. "It's bad enough entertaining the ones you *do* know without starting on the ones you don't."

"What's knowing them got to do with it?" asked Larry puzzled.

"Well, if you know them, at least they know what to expect," Mother pointed out.

"Expect?" said Larry coldly. "You'd think I was inviting them to stay in a ghetto or something, the way you go on."

"No, no, dear, I don't mean *that*," said Mother, "but it's just that this house so seldom seems normal. I do try but we don't seem to be able to live like other normal people somehow."

"Well, if they come to stay here they must put up with us," said Larry. "Anyway, you can't blame me. I didn't invite him. Marco's sending him."

"But that's what I mean," said Mother. "Complete strangers sending complete strangers to us, as if we were a hotel or something."

"The trouble with you is you're anti-social," said Larry.

"And so would you be if you had to do the cooking," said Mother indignantly. "It's enough to make one want to be a hermit."

"Well, as soon as the Count's been, you can *be* a hermit if you want to. No one's stopping you."

"A lot of chance *I* get to be a hermit, with you inviting streams of people to stay."

"Of course you can, if you organize yourself," said Larry. "Leslie will build you a cave down in the olive groves; you can get Margo to stitch a few of Gerry's less-smelly animal skins together, collect a pot of blackberries, and there you are. I can bring people down to see you. 'This is my mother,' I shall say. 'She has deserted us to become a hermit.'"

Mother glared at him.

“Really, Larry, you do make me cross sometimes,” she said.

.....

Three days later the Count appeared. He was tall and slender, with tightly-curved hair as golden as a silkworm cocoon, shining with oil, a delicately curved moustache of a similar hue, and slightly protuberant eyes of a pale and unpleasant green. He alarmed Mother by arriving with a huge wardrobe trunk and she was convinced that he had come to stay for the summer. But we soon found that the Count thought himself so attractive that he felt it necessary to change his clothes about eight times a day to do justice to himself. His clothes were such elegant confections, beautifully hand-stitched and of such exquisite materials that Margo was torn between envy at his wardrobe and disgust at his effeminacy. Combined with this narcissistic preoccupation with himself, the Count had other equally objectionable characteristics. He drenched himself in a scent so thick that it was almost visible and he had only to spend a second in a room to permeate the whole atmosphere, while the cushions he leant against and the chairs he sat in reeked for days afterwards.

He arrived, unfortunately, in time for lunch, and by the end of the meal, without really trying, he had succeeded in alienating everybody including the dogs. He also said that food which was eaten in France was better, making constant remarks about it to Mother.

Small wonder then that after lunch, when he went upstairs to change, the family were quivering like a suppressed volcano. Only Mother’s golden rule that a guest must not be insulted on the first day kept us in check. But such was the state of our nerves that if anyone had started to whistle the *Marseillaise* we would have torn him limb from limb.

“Well, he’s *your* friend..., I mean, your friend’s friend..., I mean, well, whatever he is, he’s *yours*,” said Mother, “and it’s up to you to keep him out of the way as much as possible.”

“Well, I’ll try,” said Larry, “but don’t blame me if he comes down to the kitchen to give you a cookery lesson.”

“I’m warning you,” said Mother mutinously, “if that man sets foot in my kitchen, I shall walk out..., I shall go... I shall go and...”

“Be a hermit?” suggested Larry.

“No, I shall go and stay in a hotel until he’s gone,” said Mother, uttering her favourite threat. “And this time I really mean it.”

(By *Gerald Durrell*, abridged<sup>19</sup>)

II. *Answer the following questions to the text.*

1. What is wrong with the invitation?
2. Why isn’t Mother pleased?
3. How does Larry try to explain it?
4. What is Mother’s threat?
5. What, in your opinion, is the most unpleasant thing about the Count?
6. Have you ever had anything to do with people like that?
7. What does Mother tell Larry to do?
8. What is Mother’s real threat?
9. What would you do if you found a person like that on your hands?
10. Have you ever had unwelcome guests in your house?
11. Are unexpected guests always unwelcome?
12. How did you or your parents cope with the situation when you had unexpected and unwelcome guests?

III. *Translate the following sentences into English.*

1. Мы проведем здесь пару дней.
2. Бабушка поправила очки и уставилась на него.
3. Что ты хочешь этим сказать?
4. Мы не можем приглашать к нам людей, которых мы не знаем.
5. Мне не нравится, как ты себя ведешь.
6. Чего можно ждать от незнакомцев?
7. Почему-то у нас не получается жить, как все остальные нормальные люди.
8. Им придется терпеть нас.
9. Беда в том, что ты мне не веришь.
10. Можешь стать отшельником, никто тебе мешать не будет.
11. Я буду водить людей смотреть на эту оливковую рощу.
12. Он прибыл как раз вовремя, к обеду.

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<sup>19</sup> *Durrell G.* The Garden of the Gods. London : William Collins Sons & Co., LTD, 1978. P. 25–30.

13. Этот человек настроил всех против себя, даже собак.
14. Мама сказала, что нельзя оскорблять гостей в первый день их пребывания.
15. Ее слова сдержали нас от прямых оскорблений.
16. Кем бы он ни был, он твой друг.
17. Сделай все, чтобы он не путался тут у нас под ногами.
18. Не обвиняй меня, если он придет к тебе на кухню.
19. Это была ее любимая угроза.
20. «В этот раз я действительно так сделаю», сказала мама.

IV. *Use the following words and expressions to make up your own situations. Try to use at least five of them in your story.*

A couple of days, casually, to mean smth., to straighten your glasses, to invite someone to stay, it's bad enough, what's it got to do with, at least, to expect, the way you go on, to live like someone else, to put up with, to blame smb., to stop someone from doing smth., to get someone to do smth., to make someone cross, a similar hue, a wardrobe trunk, to be convinced, to change one's clothes, to do justice to oneself, in time for, to insult, to keep in check, to keep someone out of the way, hand-stitched, exquisite, envy, disgust.

Unit 5

**TRADITIONAL SEASIDE HOLIDAYS  
IN GREAT BRITAIN.  
MODERN TYPES OF HOLIDAYS**

*I. Read the following text about traditional seaside holidays and make up a plan to it.*

**Traditional Seaside Holidays**

The British upper class started the fashion for seaside holidays in the late eighteenth century. The middle classes soon followed them and when, around the beginning of the twentieth century, they were given the opportunity, so did the working classes. It soon became normal for families to spend a week or two every year at one of the seaside resort towns which sprang up to cater for this new mass market. The most well known of these are near to the bigger towns and cities.

These resorts quickly developed certain characteristics that are now regarded as typical of the 'traditional' English holiday. They have some hotels where richer people stay, but most families stay at boarding houses.

These are small family businesses, offering either 'bed and breakfast' or, more rarely, 'full board' (all meals). Some streets in seaside resorts are full of nothing but boarding houses. The food in these, and in local restaurants, is cheap and conventional with an emphasis on traditional British food.

Stereotypically, daytime entertainment in sunny weather centers around the beach, where the children can sometimes go for donkey rides, make sandcastles, buy ice-creams, and swim in the sea. Older adults often do not bother to go swimming. They are happy just to sit in their deck chairs and occasionally go for a paddle with their skirts or trouser-legs hitched up. The water is always cold, and despite efforts to clean it up, sometimes very dirty. But for adults who swim, some resorts still have wooden huts on or near the beach, known as 'beach huts', 'bathing huts', or 'beach cabins', in which people can change into

swimming costumes. Swimming and sunbathing without any clothing is rare. All resorts have various other kinds of attraction, including more-or-less permanent funfairs.

For the evenings, and when it is raining, there are amusement arcades, bingo halls, discos, theatres, bowling alleys, and so on, many of these situated on the pier. This distinctively British architectural structure is a platform extending out into the sea. The large resorts have lighted decorations which are switched on at night. The 'Blackpool illuminations', for example, are famous.

Another type of holiday that was very popular in the 1950s and 1960s is the holiday camp, where visitors stayed in chalets in self-contained villages with all their food and entertainment organized for them. Butlin's and Pontin's, the companies which owned most of these, are well-known names in Britain. The enforced good humour, strict meal times and events such as 'knobbly knees' competitions and beauty contests that were characteristic of these camps have now been replaced by a more relaxed atmosphere.

### **The Perfect Summer House**

Typically, beach huts measure less than four square meters and have no electricity or water supply. All that they provide, therefore, is a degree of privacy on the beach and a place on it which you can call 'your own'. But that is enough to make them highly prized, so highly prized, in fact, that one retired couple were happy to see in the New Year of 2006 sitting in sub-zero temperatures in their car. For four days and nights they queued there (taking turns to go and warm up in a nearby shop), just to make sure they had first choice of two newly-available huts on Avon Beach in Dorset. For £700, they bought exclusive use of this desirable property between the hours of sunrise and sunset from Easter to late September of the coming year.

### **Seaside Postcards**

Humorous postcards can still be seen at seaside resorts in Britain. They often involve sexual innuendo. The traditional seaside holiday represented a relaxing of Victorian restrictions on overt reference to sex. These days, of course, no such restrictions exist anywhere, so these postcards are mainly enjoyed in a spirit of nostalgia.

## Rock

There is one kind of sweet associated with holiday resorts. It is called *rock*, a hard thick stick of sugar. Each resort has the letters of its name appearing throughout the stick, so that one hears of *Brighton Rock*, *Blackpool Rock*, and so on.

(From *Britain for Learners of English*<sup>20</sup>)

II. *Explain the meaning of the following words and expressions used in the text:*

- 1) resort town;
- 2) boarding house;
- 3) bed and breakfast;
- 4) full board;
- 5) beach hut;
- 6) deck chair;
- 7) amusement arcade;
- 8) bingo hall;
- 9) bowling alley;
- 10) holiday camp;
- 11) beauty contest;
- 12) rock (Brighton Rock, Blackpool Rock).

III. *Find Russian equivalents to the following words and phrases from the text.*

To spring up, to cater for, to offer, conventional food, to center around, to go for donkey rides, to go for a paddle, hitched up, funfair, pier, distinctively British, chalet, property.

IV. *Find English equivalents to the following words and phrases from the text.*

Вводить в моду, получить возможность, с акцентом на что-либо, строить замки из песка, взрослые, несмотря на, загорать, заменить, водоснабжение, уединение, высоко цениться, стоять в очереди, желанный, намек (подтекст), отсылка (упоминание), ограничение, ассоциироваться с чем-либо.

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<sup>20</sup> O' Driscoll J. Britain for Learners of English. P. 208–209.

*V. Retell the text according to your plan.*

*I. Read the text about modern holidays and make up a plan to it.*

### **Modern Holidays**

The traditional types of holiday have become less popular in the last quarter of the twentieth century. The increase in car ownership has encouraged many people to take caravan holidays. But the greatest cause in the decline of the traditional holiday is foreign tourism. Before the 1960s, only rich people took holidays abroad. By 1972, the British were taking seven million foreign holidays per year and by 1987, 20 million. In 2006, the figure was 45 million.

Most foreign holidays are package holidays, in which flights and accommodation are booked and paid for through a travel agent. These holidays are often booked a long time in advance. In midwinter, the television companies run programmes which give information about the packages being offered. People need cheering up at this time of the year! In many British homes, it has become traditional to get the brochures out and start talking about where to go in the summer on Boxing Day. Spain is by far the most popular destination for this kind of holiday. In fact, more than a quarter of all kinds of holiday taken abroad by British people in 2006 were to Spain. Hundreds of thousands of British people now own (or part-own) villas in Spain and, because flights are so cheap, they go there more than once a year. In fact, the availability of cheap flights has allowed some people to go to distant European cities just for long weekends. The possible effects that this is having on the climate, however, mean that this habit may not last much longer. The next most popular destination for British tourists is France, where they can travel by taking their cars across the channel.

Half of all the holidays taken within Britain are now for three days or less. Every bank holiday weekend, the television carries news of long traffic jams along the routes to the most popular holiday areas. The traditional seaside resorts have survived by adjusting themselves to this trend. (Only the rich have second houses or cottages in the countryside to which they can escape at weekends.) But there are also many other types of holiday. Hiking in the country and sleeping at youth hotels has long been popular.



There are also a wide range of ‘activity’ holidays offered, giving full expression to British individualism. You can, for example, take part in a ‘murder mystery weekend’, and find yourself living out the plot of a detective story.

Some people go on ‘working’ holidays, during which they help to repair an ancient stone wall or take part in an archaeological dig. This is an echo of another traditional type of holiday – fruit picking. It used to be the habit of poor people from the east end of London, for example, to go down to Kent and help with the hop harvest (hops are used for making beer).

(From *Britain for Learners of English*<sup>21</sup>)

II. *Explain the meaning of the following words and expressions used in the text:*

- 1) caravan holidays;
- 2) travel agent;
- 3) Boxing Day;
- 4) destination;
- 5) activity holidays;
- 6) working holidays.

III. *Find Russian equivalents to the following words and phrases from the text.*

To take holidays abroad, per year, accommodation, to book, to run programmes, to cheer up, to last, across the channel, a wide range of, plot, to repair, echo, fruit picking.

IV. *Find English equivalents to the following words and phrases from the text.*

Последняя четверть века, увеличение, способствовать, спад, заранее, предлагать туры, сотни тысяч, доступность, отдаленный, длинные пробки, приспособиться, пеший туризм, археологические раскопки.

V. *Retell the text according to your plan.*

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<sup>21</sup> O’ Driscoll J. Britain for Learners of English. P. 209–210.

VI. *Supply the missing articles where necessary. Reread the story and answer the questions that follow.*

### **The British on Holiday**

Many British people have decided that it is not worth spending \_\_\_\_\_ money on \_\_\_\_\_ holiday in \_\_\_\_\_ Britain because \_\_\_\_\_ weather is so unreliable. They prefer to spend their money on package holiday in \_\_\_\_\_ Southern Europe. \_\_\_\_\_ package holidays is a cheap form of group travel. You pay \_\_\_\_\_ travel agent \_\_\_\_\_ sum of money and he arranges \_\_\_\_\_ flight, hotel, food and entertainment. All you need is \_\_\_\_\_ pocket money when you get to \_\_\_\_\_ foreign country. It is sometimes cheaper to go abroad with \_\_\_\_\_ package holiday than to stay in England. In spite of this, seaside holidays in Britain are still \_\_\_\_\_ most popular and traditional form of holiday for \_\_\_\_\_ majority of British people.

Because Britain is quite \_\_\_\_\_ small island, no one lives farther than 75 miles from \_\_\_\_\_ sea. As soon as \_\_\_\_\_ summer weather begins, thousands of people in cars make their way to \_\_\_\_\_ coast. Many parents are willing to sit on \_\_\_\_\_ crowded beaches, in traffic jams, and sometimes – in \_\_\_\_\_ bad weather, to give their children \_\_\_\_\_ seaside holiday. Many of \_\_\_\_\_ towns and villages on \_\_\_\_\_ south coast of England are still very beautiful, but oil pollution in \_\_\_\_\_ water has become \_\_\_\_\_ problem over \_\_\_\_\_ last few years.

\_\_\_\_\_ seaside is \_\_\_\_\_ place for \_\_\_\_\_ family holiday. Many teenagers prefer to go youth hostelling and hitch-hiking around \_\_\_\_\_ countryside. Youth hostels are cheap, but \_\_\_\_\_ accommodation is simple. Hitch-hiking is \_\_\_\_\_ very cheap way of travelling, but sometimes you have to wait for hours at \_\_\_\_\_ side of the \_\_\_\_\_ road before you get \_\_\_\_\_ lift.

\_\_\_\_\_ lot of people enjoy active open-air holidays such as walking or mountaineering. Although British mountains are not so spectacularly high, they are difficult to climb.

\_\_\_\_\_ holiday camp is \_\_\_\_\_ complete contrast to this kind of independent outdoor holiday. It is not \_\_\_\_\_ holiday in caravans or tents. It is \_\_\_\_\_ holiday at special camps where people live in small chalets; special staff look after their children; games are organized; entertainment of all kinds

is provided and everyone eats in \_\_\_\_ large dining hall. Guests never have to leave \_\_\_\_ gates of \_\_\_\_ camp.

(From *Учебник английского языка для первого курса языкового вуза*<sup>22</sup>)

VII. *Answer the following questions to the text.*

1. What is a package holiday?
2. Why do so many people prefer this form of travelling?
3. What is still the most popular form of holiday in Britain?
4. What problems do British holiday-makers have to face nowadays?
5. What does youth-hostelling provide for teenagers?
6. Why do many British families choose to spend their holidays in special camps?

VIII. *These were questions about the British and their holidays. Now answer the questions about our country.*

1. Have you or members of your family ever been on a package tour and how was the process organized?
2. What foreign country or what place in our country did you go to?
3. What is the most popular form of holiday in Russia?
4. What are the problems we might face when we travel through Russia?
5. Do we have youth-hostelling, tourist camps or any other forms of holiday-making in Russia for teenagers?
6. Would you go hitch-hiking through the wide expanses of Russia?
7. Do we all go to the seaside in our cars every weekend in summer?
8. How does the Internet help people organize their travelling today?
9. Do you go on organized excursions when on holiday away from home or do you like to see things on your own without the help of a guide?
10. Do you fancy a biking holiday in our country?
11. Where would you like to go next summer and why? Give your story.

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<sup>22</sup> *Фролова Г. М., Стрелкова Г. В., Лебедева М. С. и др. Учебник английского языка для первого курса языкового вуза. С. 97–98.*

## Unit 6

### HALLOWEEN

I. *Use your dictionary to check the pronunciation of the following words and phrases and find out what they mean.*

Annual, actually, peculiar, custom, to originate, demon, to worship, vestige, ancient, ritual, Hallows, observance, Celtic, Ireland, officially, disembodied, throughout, preceding, to intermingle, naturally, villagers, to extinguish, undesirable, ghoulish, costumes, neighborhood, destructive, to frighten, to discourage, possession, Druidic, to assimilate, to thrust, ritualized, hobgoblins, ceremonial, outhouses, uphinging, mischief, cabbage, community, individuals, trick-or-treat, souling, Christians, currants, strangers, to expedite, folklore, notorious, denied, access, frigid, hollowed-out, medieval.

II. *Read the following text and translate it.*

#### **History and Customs of Halloween**

Halloween is an annual celebration, but just what is it actually a celebration of? And how did this peculiar custom originate? Is it, as some claim, a kind of demon worship? Or is it just a harmless vestige of some ancient pagan ritual?

The word itself *Halloween*, actually has its origins in the Catholic Church. November 1, ‘All Hallows Day’ (or ‘All Saints Day’), is a Catholic day of observance in honor of saints. But, in the 5<sup>th</sup> century BC, in Celtic Ireland, summer officially ended on October 31. The holiday was called Samhain (sow-en), the Celtic New Year.

The Celts believed that every year on the last day of October, the disembodied spirits of all those who had died throughout the preceding year would come back in search of living bodies to possess for the next year. It was believed to be their only hope for the afterlife. The Celts believed all laws of space and time were suspended during this time allowing the spirit world to intermingle with the living.

Naturally, the still-living did not want to be possessed. So on the night of October 31, the villagers would extinguish the fires in their homes to make them cold and undesirable. They would then dress up in all manner of ghoulish costumes and noisily parade around the neighborhood, being as destructive as possible in order to frighten away spirits looking for bodies to possess.

Probably a better explanation of why the Celts extinguished their fires was not to discourage spirit possession, but so that all the Celtic tribes could relight their fires from a common source, the Druidic fire that was kept burning in the Middle of Ireland, at Usinach.

Some accounts tell how the Celts would burn someone at the stake who was thought to have already been possessed, as a sort of a lesson to the spirits. Other accounts of Celtic history debunk these stories as myth.

The Romans adopted the Celtic practices as their own. But in the first century AD Samhain was assimilated into celebrations of some of the other Roman traditions that took place in October, such as their day to honor Pomona, the Roman goddess of fruit and trees. The symbol of Pomona is the apple, which might explain the origin of our modern tradition of bobbing for apples on Halloween.

The thrust of the practices also changed over time to become more ritualized. As belief in spirit possession waned, the practice of dressing up like hobgoblins, ghosts and witches took on a more ceremonial role.

The custom of Halloween was brought to America in the 1840s by Irish immigrants fleeing from their country's potato famine. At that time, the favorite pranks in New England included tipping over outhouses and uphinging fence gates.

So, Halloween was not always a happy time. October 31, or the night before took on other names. Some call it *Devil's* or *Hell Night*, to others it was *Mischief Night*. In Vermont, the night before is called *Cabbage Night*. To some people this became a time to play tricks on others. Some of these tricks were not fun at all. Luckily, community groups and individuals took action and started to change Halloween into a family event. Dressing up in costumes and going 'trick-or-treating', costume parades, community parties and Fall festivals are some of the ways that Halloween is celebrated today.

The custom of trick-or-treating is thought to have originated not with the Irish Celts, but with a ninth-century European custom called souling. On November 2, *All Souls Day*, early Christians would walk from village to village begging for ‘soul cakes’, made out of square pieces of bread with currants. The more soul cakes the beggars would receive, the more prayers they would promise to say on behalf of the dead relatives of the donors. At that time, it was believed that the dead remained in limbo for a time after death, and that prayer, even by strangers, could expedite a soul’s passage to heaven.

The Jack-o-Lantern custom probably comes from Irish folklore. As the tale is told, a man named Jack, who was notorious as a drunkard and a trickster, tricked Satan into climbing a tree. Jack then carved an image of a cross in the tree’s trunk, trapping the devil up the tree. Jack made a deal with the devil that, if he never tempts him again, he would promise to let him down the tree.

According to the folk tale, after Jack died, he was denied entrance to Heaven because of his evil ways, but he was also denied access to Hell because he had tricked the devil. Instead, the devil gave him a single ember to light his way through the frigid darkness. The ember was placed inside a hollowed-out turnip to keep it glowing longer.

The Irish used turnips as their ‘Jack’s lanterns’ originally. But when the immigrants came to America, they found that pumpkins were far more plentiful than turnips. So Jack-o-Lantern in America was a hollowed-out pumpkin, lit with an ember.

So, although some cults may have adopted Halloween as their favorite ‘holiday’, the day itself did not grow out of evil practices. It grew out of the rituals of Celts celebrating a new year, and out of medieval prayer rituals of Europeans. And today, even many churches have Halloween parties or pumpkin carving events for the kids. After all, the day itself is only as evil as one cares to make it.

(From *The Book of Days*<sup>23</sup>)

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<sup>23</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 66–67.*

III. *Answer the following questions to the text.*

1. How many times a year is Halloween celebrated?
2. What does *All Hallows Day* mean?
3. What is called *Samhain*?
4. What did the disembodied spirits of the dead do on October 31 according to the ancient Celts?
5. How did the villagers in ancient Ireland behave on the night of October 31?
6. Why did they dress up in ghoulish costumes?
7. What role did the Druidic fire play?
8. Do you believe that in those faraway times someone might have been burned at the stake?
9. What did the Romans do with the ancient Celtic practice of celebrating Samhain?
10. What has Pomona got to do with it and who is she?
11. Who brought Halloween to America and when?
12. Why was there a mass immigration of the Irish to America in the 1840s?
13. Why wasn't Halloween always a happy time?
14. What tricks have you heard of being played on people that were not fun at all?
15. What is 'trick-or-treat'?
16. What is souling?
17. What is the story of the 'Jack-o-Lantern' custom?
18. How do pumpkins come in?
19. How do most churches today treat 'Halloween'?
20. What kind of pleasant tricks could you think of to play on Halloween?
21. What kind of unpleasant or dangerous tricks could you think of?

IV. *Say whether the following sentences are true or false.*

1. The author adopts the point of view that Halloween is demon worship.
2. Although the word *Halloween* has its origins in the Catholic Church, the festival itself grew out of the Celtic and medieval prayer rituals of Europeans.
3. The Romans took on the traditions of bobbing for apples from the Celts. The Roman goddess Pomona was also Celtic at first.

4. The Irish used turnips as their 'jack-o-lanterns' originally, but when the immigrants came to America, they found that cabbage was far more plentiful than turnips. So the night before was also called *Cabbage Night*.

5. During the Middle Ages poor people went from one house to another asking for cakes cooked with some berries and promised to pray for the dead relatives of the givers.

*V. Make up dialogues based on the material of the text.*

1. Your family doesn't want to celebrate Halloween, considering it a silly affair. You are a teenager and very anxious to do it. Sort the situation out with your family.

2. You and your friend/girlfriend/boyfriend plan to celebrate Halloween. Discuss how you will do it.

3. You are very religious and you think that celebrating Halloween is a pagan custom, but your friends think otherwise. Discuss the situation with them.

4. You want to celebrate Halloween, dress up for it and look like a ghost or skeleton to scare someone. Your mother/friend thinks it's ridiculous and might even be dangerous. You think it'll be great fun. Discuss the situation.

5. You don't want your boyfriend/girlfriend to celebrate Halloween by parading out in a fancy dress. He/she does. You just want to go to a café or restaurant. Discuss the situation.

6. You want to carve some scary pumpkin faces. Discuss with your friend how you will do it. Mind it's not as easy as you might think it is. Why?

*VI. Say which of these pieces belong to the past and which to the present. Retell them in English.*

1. The Celts were the first to celebrate October 31, which was their feast of the dead, known as Samhain. Samhain meant 'end of the summer' and coincided with the beginning of the Celtic year. The change from one year to another was a magical time, and the Celts believed that on this night the dead could come back and communicate with the living. In fact in Ireland they used to open up the great burial mounds and line the walls with lighted torches so that the dead could find their way out.



2. The Celts also used to light great bonfires. A special feast was prepared and a place was left for an unseen visitor – perhaps the Great Mother, who was the original ancestor of the tribe. The spirits of the dead would appear in the smoke of the bonfire, and also the souls of children who were about to be born.

3. Traditionally, New Year's Eve festivals such as this were a time for playing tricks and practical jokes. Adults and children would go from house to house asking for treats, such as food. If the owner didn't give them a treat, then they would play a trick on him. Turnips were used, to hide the faces of the trick and treaters. Turnips were also hollowed out and faces carved on them. Then candles were put inside and these turnip lanterns were used to scare away evil spirits.

4. The Samhain custom of 'trick or treat' still survives today. In both the US and the UK children wearing masks knock on people's doors asking for candies/sweets (treats). If people refuse to give the children anything, then the children play some practical joke on them (trick), such as removing gates, whitewashing over house windows, hiding animals, etc. Turnip lanterns have nowadays been replaced by pumpkin lanterns, especially in the United States.

5. When Christianity became strong, the Church tried to suppress the pagan festival of Samhain by replacing it with a Christian festival of the dead. In this case only the saintly dead were remembered, and it became known as *All Hallows' (saints/souls) Eve*. But there are still some witches, Wiccans, who observe Halloween as a religious festival. Whole families, or covens, as witch families are known, come together to exchange ideas and to celebrate their *Feast of Life in Death*.

(From *The Book of Days*<sup>24</sup>)

VII. Read the following text and answer the questions that follow it.

### **The Supernatural**

Traditionally, Samhain was a time of fortune telling. Marriages were foretold by ducking apples in water. The first person to bite an apple

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<sup>24</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 67.*

would be the first to marry. Then by peeling an apple you could see how long your life would be; for example, if you managed one long peel you would have a very long life.

(From *The Book of Days*<sup>25</sup>)

1. Do you believe fortune tellers?
2. Have you ever had your fortune told?
3. What kind of fortune tellers do you know?
4. What means and ways do they use to tell people their fortunes?
5. Do you believe in:
  - ghosts;
  - fairies;
  - voodoo;
  - poltergeists;
  - the evil eye;
  - faith healers;
  - lucky charms;
  - witch doctors/shamans;
  - black cats;
  - bearers of good/bad luck.
6. Have you ever had cases when any of these omens came true?

VIII. *Do the following tests.*

### **Halloween Test 1**

1. Write the transcription of the following words:  
origin, possess, pagan, Catholic, cult, although, observance, heaven, parade, entrance, expedite, in honour of.
2. Write as many synonyms of the word *tradition* as possible.
3. Name all the Halloween activities that you know.
4. Insert the correct preposition.
  - a) According \_\_\_\_ some accounts it was a hobgoblin who set fire \_\_\_\_ the house.

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<sup>25</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 69.

- b) The glass tipped \_\_\_\_ and crashed \_\_\_\_ the floor.  
c) \_\_\_\_ October 31 children like dressing up \_\_\_\_ ghoulish costumes and playing tricks \_\_\_\_ others. During the carving events children hollow \_\_\_\_ pumpkins and put an ember \_\_\_\_ .

5. Find the opposites of the following words:

Christian, good (ways, practices), Hell, to extinguish, to encourage, to take off.

6. Fill in the blanks.

- a) Please, \_\_\_\_\_, so I can sit beside you.  
b) The chameleon can \_\_\_\_\_ the colors of its background.  
c) Many religious practices took place in different types of societies, but eventually they \_\_\_\_\_ with other and finally they \_\_\_\_\_.

## Halloween Test 2

1. Write the transcription of the following words:

originate, observance, Celtic, worship, vestige, throughout, thrust, famine, parade, frigid, although, medieval.

2. Use the following words to make up your own story about the origins of Halloween:

to have its origins, to originate, to take place, to adopt, to celebrate, to be assimilated into smth., to wane, to grow out of.

3. Find the word that does not fit in:

observance – cult – worship – prayer;

tricks – pranks – parades – jokes;

Roman – pagan – Celtic – Irish;

turnip – pumpkin – ember – apple.

4. Complete the following sentences using these words:

glowed, ember, to put out, lit with, to set fire to, to relight.

a) The pile of papers could not have caught fire by itself; someone must have \_\_\_\_\_ to it.

b) \_\_\_\_\_ all fires before leaving the camping ground!

c) Smoking is forbidden here. Please \_\_\_\_\_ your cigarettes.

d) The iron bar was heated until it \_\_\_\_\_.

e) The pumpkin was \_\_\_\_\_ an ember.

f) A gust of wind blew out the candle. I had to \_\_\_\_\_ it.

## Unit 7

### GUY FAWKES NIGHT

I. *Check the pronunciation of the following words and phrases. Use the dictionary to find out what they mean.*

Gunpowder, plot, Protestant, Catholic, to depose, law, service, confiscate, traitor, fanatical, Houses of Parliament, conspirator, anonymous, to tunnel, to search, penny for the guy, fireworks, effigy, bonfire, barrel, cellar, to assassinate.

II. *Read the text and do the exercises that follow it.*

#### **The Gunpowder Plot**

Prior to the time of Henry VIII England had been Catholic and subject to the laws of the Vatican. Henry VIII asked the Pope for a divorce because his wife Catherine of Aragon could not give him a son. The Pope refused because a king could not divorce. The fact that the marriage was childless was no reason for a divorce, so the Pope said. This fact angered Henry VIII, so he broke with the Catholic Church and set up the Church of England and pronounced himself head of it.

Henry VIII died in 1547. His sickly son, Edward VI died in 1553. Mary, his daughter by Catherine of Aragon, died in 1558. Next in line was Anne Boleyn's daughter, Elizabeth (1558–1603).

The fight between Catholics and Protestants went on all the time with one or the other party getting the upper hand, depending on who was in power.

Elizabeth I made England one of Europe's strongest Protestant nations and was consequently formally deposed as head of the Church of England by the Pope in 1570. Catholic Spain tried to invade England in 1588 but failed. The result was a series of severe anti-Catholic laws: Catholic church services were forbidden, and any man who didn't attend the Anglican Church was fined 20 pounds and might have his land confiscated. Catholics in England were seen as traitors. When James I

came to the throne in 1603 he relaxed the anti-Catholic laws and Catholics began to show their power again. James panicked. He ordered all Catholic priests out of the country and brought back the anti-Catholic laws. To a fanatical young Catholic called Robert Catesby, the only solution seemed to be violence.

(From *The Book of Days*<sup>26</sup>)

III. *Answer the questions to the text. Use the Internet to get additional information.*

1. What do you know about Henry VIII?
2. Why did he want to divorce his first wife Catherine of Aragon?
3. Why didn't the Pope give him permission to do so?
4. What important for the country decision did Henry VIII make, so as to be able to do as he liked?
5. Do you know what happened to Anne Boleyn shortly after Elizabeth's birth?
6. Do you know why Mary is called Bloody Mary? Was she Catholic or Protestant?
7. Why did the Pope depose Elizabeth I as head of the Church of England?
8. What happened to the Spanish fleet called the *Armada* in 1588?
9. How did the defeat of the Spanish *Armada* tell on the Catholics in England?
10. What were James I's first steps as far as religion was concerned when he became King of England in 1603?
11. What was the result of the fact that he relaxed the anti-Catholic laws?
12. How does Robert Catesby come into the picture?

IV. *Find English equivalents to the following words and phrases from the text.*

Подчиняться закону, развод, отказать, бездетный, разгневать, порвать с кем-то, учредить, объявить себя кем-то, добиться успеха, следовательно, свергнуть, вторгнуться, суровый, запретить, посещать, штрафовать, предатель, ослабить, решение, насилие.

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<sup>26</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 73.*

*V. Read the following text and translate it.*

November 5 is celebrated in England as Guy Fawkes Night. It is named after a member of a group of Catholic conspirators who, in 1605, plotted to blow up the English Houses of Parliament with gunpowder. The conspirators were arrested, hanged, drawn and quartered and then, so legend has it, thrown on a bonfire. Whilst November 5 celebrates a relatively important historical event (the exact details of which few adults can probably remember), the main attraction is really the bonfire and fireworks display, which is something nearly all cultures have.

Bonfires have been lit around this time since Celtic times. At this time of year the sun is getting weaker and the Celts thought that bonfires might give it a bit of extra strength.

Guy Fawkes is not the only person to get his effigy burnt on November 5. Mary I, the queen before Elizabeth I, ordered 17 Protestant martyrs to be burnt at Lewes in Sussex, where every November 5 they burn an effigy of the Pope.

Many bonfire celebrations in England used to end up in riots between the police and the bonfire boys, the gangs in charge.

Children in Britain today go around with an effigy of Guy Fawkes and collect money (to buy fireworks with) crying 'penny for the guy'. On the night itself people light enormous bonfires and set off fireworks. These events take place either in private gardens or public parks. The injuries as a result of fireworks can sometimes be fatal – two children died in 1994, a year in which a record of 1574 people needed hospital treatment. More recent years have seen a decline in numbers, and many people campaign against the fact that children can buy fireworks, that they cause a lot of noise and nuisance, and that animals, too, get injured.

Other countries have their own fireworks and lantern festivals. For centuries the Chinese set off fireworks at their festivities. When trade between the East and the West began, the Chinese became major producers of fireworks. In Italy they were manufactured in the early 16<sup>th</sup> century, and the French and the English began using them too. Most of our most popular fireworks – rockets, bombs and Catherine wheels, were commonly used at this time.

The propelling and exploding force in fireworks comes from a combination of saltpeter, sulfur and charcoal. The scientific word for fireworks is ‘pyrotechnics’ from the Greek meaning ‘fire arts’, and in fact fireworks preceded guns.

(From *The Book of Days*<sup>27</sup>)

VI. *Answer the following questions to the text.*

1. Who is the night of November 5 named after?
2. What happened on that night?
3. What happened to the conspirators?
4. What is the main attraction of Guy Fawkes Night today?
5. Why did the ancient Celts light bonfires in autumn?
6. Who else in Britain today has his effigy burnt and why?
7. How did many bonfire celebrations end up in the previous years?
8. Why do children go around collecting money with an effigy of Guy Fawkes?
9. Are all these bonfires and fireworks always safe?
10. Do you know of any instances when people in our town were injured as a result of fireworks?
11. What would you campaign for: to continue the bonfires and fireworks or to stop them?
12. How do the Chinese celebrate their New Year?
13. Where does the propelling and exploding force of fireworks come from?
14. What came first: fireworks or guns?
15. Would we call these plotters terrorists today?

VII. *Translate the following sentences into English.*

1. Это событие отмечается 8 марта.
2. Заговорщики решили взорвать это здание.
3. Как гласит легенда, их останки были брошены в костер.
4. В этот день отмечается относительно важное историческое событие.

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<sup>27</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 72.*

5. Точные детали мне не известны.
6. Что больше всего привлекает детей на этом празднике?
7. Кельты тоже разводили костры приблизительно в это время.
8. Гай Фокс – не единственный человек, чье изображение сжигают в этот день.
9. Семнадцать протестантских мучеников были сожжены в этом городе по приказу королевы Марии.
10. Раньше многие празднества заканчивались беспорядками.
11. Ракеты запускали в небо весь вечер.
12. Много людей было ранено в результате этих фейерверков.
13. Большому количеству людей потребовалось лечение в больнице.
14. За последние годы произошел спад количества пострадавших.
15. Эти взрывы производят много шума и действуют на нервы.
16. В течение многих веков китайцы запускали фейерверки, когда праздновали Новый год.
17. По-гречески слово *пиротехника* означает «огненное искусство».

#### VIII. *Put the pieces of the text in the right order.*

a) At that time the Houses of Parliament had two floors. The Lords met on the upper floor, below were some old kitchens. In May 1604 one of the conspirators managed to rent the house next door to the kitchen area. In December they began tunneling from the house into the parliament buildings. The stone was very thick and they made little progress.

b) Guy Fawkes was found and the search party uncovered the gunpowder under a pile of wood. Fawkes was arrested, and later the rest of the conspirators too. They were hung, drawn and quartered and their bodies were thrown onto bonfires. November 5 was then officially celebrated as a day of thanksgiving for 250 years.

c) In 1604 Robert Catesby decided that assassinating James I was not enough. The whole Protestant government needed to be eliminated. He discussed his plans with five other Catholic conspirators, including a certain Guido Fawkes, in an old lodging house, near an inn.

d) The conspirators waited for the opening of a new parliament. But one of them realized that the massive explosion might kill some ex-Catholic lords who had been forced to become Protestants. So an anonymous



letter was sent to one of these lords warning him of the plot. The letter was given to the prime minister, who ordered a search to be made.

e) Today, children in Britain go around begging for a penny for the guy to buy fireworks. They then build enormous bonfires, burn effigies of Guy Fawkes, and watch fantastic firework displays.

f) While they were tunneling one day, Guy Fawkes discovered that coal was being removed from a cellar directly under where many of the lords often sat. The conspirators quickly transferred 36 barrels of gunpowder into the cellar.

(From *The Book of Days*<sup>28</sup>)

IX. Give the English equivalents to the following words and phrases.

В то время, палаты парламента, этаж, заговорщик, удалось, рыть туннель, медленно продвигаться вперед, поисковая группа, пленница, повесить картину, повесить человека, день благодарения, убийство в результате заговора, уничтожить, понять (прийти к пониманию, осознать), взрыв, предупредить, приказать, попрошайничать, вынуждать, огромный костер, посмертное изображение, удалить, подвал, бочка.

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<sup>28</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 72.*

## Unit 8

# THANKSGIVING

I. *Check the pronunciation of the following words and look them up in your dictionary if you don't know them.*

Protestant, Puritan, Catholic, to found, Netherlands, pioneer, Pilgrim, settler, harvest, feast, Indian, seeds, turkey, corn, to hunt, myth, indigenous, to ban, to distort, to romanticize, conflict, melting pot, holy kingdom, Satan, to torture, genocide, plague, smallpox, to exterminate, refugee, slave trade, Plymouth.

II. *Read and understand the following text.*

In the USA Thanksgiving is celebrated on the fourth Thursday in November, making a long weekend through to Monday. It is one of America's most important holidays, and a time when families reunite for a big Thanksgiving dinner.

Thanksgiving became a national holiday due to the author of the nursery rhyme "Mary had a little lamb", Sarah Josepha Hale, who began her campaign in 1846. George Washington had proclaimed a national Thanksgiving Day to honor the new Constitution, and Hale proposed calling it Union Thanksgiving, as she hoped the states would thus be brought into closer union. Anyway, she won the support of Lincoln, who chose the 6<sup>th</sup> of August as the date, though the following year Thanksgiving was proclaimed a national holiday on the last Thursday of November. But Roosevelt felt that it was a bit too close to Christmas, so in 1939 Thanksgiving was held on the third Thursday. Finally, in 1941, a joint resolution in Congress established it once and for all on the fourth Thursday.

(From *The Book of Days*<sup>29</sup>)

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<sup>29</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 78.

III. *Use the Internet or some reference book to find out who and what the following are.*

1. Protestants, Puritans, Catholics, Pilgrims, Indians. Where can we find all these people?

2. Where is the country called the *Netherlands* situated? What is the other name for it?

3. Where is Plymouth?

4. What immigrant countries can today be called *melting pots*?

5. Where is the *holy kingdom*?

6. What is the meaning of the word *genocide*? What about *regicide*, *matricide*, *patricide*, *fratricide*, *suicide*, *homicide*, *insecticide*, *bactericide*, *infanticide*, *rodenticide*?

7. What is *smallpox* and what is *chickenpox*?

8. If you look back into historical times, what plagues were mentioned in history books?

9. Do you think slaves still exist and slave trade still takes place somewhere in the world? When was slave trade officially banned in the Western world?

10. Who is a refugee? What can make people refugees? What kind of refugees do we have? Can you name any more or less recent incidents when people were forced to become refugees?

11. Can you name any national or ethnic groups that could be called *indigenous*?

12. Who are settlers? What countries have had settlers in the last few centuries?

IV. *Put the following paragraphs in the right order.*

1. Fortunately, the first year's harvest was good. The Pilgrims wanted to thank both God and also the Indians. So the governor declared a feast and invited the Indians to join in. About ninety Indians brought along fish, deer meat, turkey and pumpkin. The Indians taught the Pilgrims how to crush corn and make it into hot corn-meal bread. They feasted with the British settlers for three days.

2. In 1620 a group of English people who were unhappy with the way the Church of England was organized set sail from Plymouth on a ship called the *Mayflower*. They wanted to found a new church in America.

3. After six weeks at sea, the Pilgrims landed at what is now Plymouth Rock, Massachusetts, in 1620. They had a hard winter and nearly half of them died. But the local Indians provided seeds for the corn, which the Europeans had never seen before. They also helped the English settlers to hunt and fish.

4. Today, Americans celebrate this happy harvest festival on the fourth Thursday of November with much the same food as had been eaten at the first Thanksgiving.

5. The next year no Thanksgiving celebrations were held, and it didn't become an annual event until the 1780s. It was made a national holiday in 1863 by President Abraham Lincoln.

(From *The Book of Days*<sup>30</sup>)

*V. Answer the following questions to the text.*

1. Why did a group of English people sail from Plymouth to America in 1620?
2. How long did it take them to reach their new homeland?
3. Did they fare well during the first winter in the new land? What happened to many of them?
4. How did the local Indians help the new settlers?
5. Why did the governor of the new colony declare a feast?
6. Did the Indians come empty-handed to the feast? What did they bring?
7. How long did the feast last?
8. Was Thanksgiving celebrated during the next few years?
9. Who made Thanksgiving a national holiday in the USA and when?
10. What kind of food is eaten at the celebration of Thanksgiving in the USA today?
11. If you were celebrating Thanksgiving what would you express thanks for?

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<sup>30</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 78.*

VI. *Translate the following piece into Russian.*

### **The Mayflower**

In the early 17<sup>th</sup> century in England, a group of Protestants, known as the Puritans, began to disapprove of the Church of England's sympathies towards the Catholics. The Puritans wanted to change the church from within. But a sub-group, later known as the Separatists, wanted to be totally independent and to found a church of their own. First they went to the Netherlands and then some of these, and others who had remained in England, decided to set up a new church in America. Around 50 Separatists, along with 50 pioneers who wanted a new life and opportunities, then set off from Plymouth, England, in 1620 in a ship called the *Mayflower*. These people later became known as the Pilgrims. They were followed by 14 000 to 20 000 settlers between 1629 and 1642.

(From *The Book of Days*<sup>31</sup>)

VII. *This is an interview with an American history teacher who exposes some of the myths behind Thanksgiving. Read the interview and then do the exercises that follow it.*

### **The True Story**

**Lynne Craig**, a high school history teacher (hereafter 'Lynne')

**Jeff**, the interviewer (hereafter 'Jeff')

**Jeff:** Good evening and welcome to *One World* for a special Thanksgiving program. Later in the evening we'll be hearing from Wayne Sharp up in Plymouth Rock. But now I'd like to introduce Lynne Craig, a high school teacher whose students today have been learning a slightly different version of the traditional Thanksgiving story. Lynne...

**Lynne:** Thank you, Jeff. I think that what we've been handed down over the generations is the myth of Thanksgiving, what we'd like Thanksgiving to be, rather than the historical facts of it all which have almost become irrelevant or at least very much distorted.

**Jeff:** For political purposes?

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<sup>31</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 79.*

**Lynne:** Yes, I think we can draw parallels with pretty much any place where white people have overrun the native inhabitants. We need to distort our history to justify what happened. Politicians needed to appeal to the sense of a melting pot, and of an ideal time when the whites and the indigenous people lived happily together.

**Jeff:** But what about those first Pilgrims?

**Lynne:** Well, they've been romanticized out of all proportion. I mean when the Puritans actually gained power in England that was the end of music, dance and theatre; for a while at least. They even banned Christmas. And the ones that left for America were really out to build their own Holy Kingdom.

**Jeff:** And the natives they found kind of represented the devil?

**Lynne:** That's it exactly. The Pilgrims were Satan hunters, they were the chosen elect. It wasn't long before they were telling their Indian neighbors that their religion and customs were wrong. And they used anything in their power to achieve their ends – torture, deception, war; some would even say genocide.

**Jeff:** So why were the Wampanoag Indians invited to the Thanksgiving?

**Lynne:** The main reason was to get an agreement out of them which would secure the rights of the Pilgrims to the plantations around Plymouth. And Mather the Elder actually thanked God for sending the plague of smallpox that wiped out many of the Wampanoag Indians, who'd actually been the only reason why the Pilgrims had a harvest to celebrate in the first place, as they'd been the ones that had shown them how to cultivate the land.

**Jeff:** The Wampanoag even brought most of the food, didn't they? Or is that part of the myth too?

**Lynne:** Well, apparently they did. But tonight all around the States people are going to be sitting down to their Thanksgiving meals blissfully unaware of the true meaning of that first Thanksgiving.

(From *The Book of Days*<sup>32</sup>)

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<sup>32</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 80.

VIII. *Find antonyms to the following words.*

Later, welcome, different, relevant, native, appealing, indigenous, happily, together, first, to gain, end, to ban, holy, to represent, long, wrong, war, agreement, to secure, blissful, aware, true.

IX. *Use your dictionary to find out the meaning of the following words with the prefix mis-.*

Misread, misspell, mislead, misrepresent, mistake, misuse, misplace, misapprehend, misapply, misarrange, misbecome, misbegotten, misbehave, misbelieve, miscalculate, misname, miscall, miscarriage, mischance, miscegenation, mischievous, misconception, misconduct, misconstrue, misdeed, miscount, misdirect, misdoing, miserable, misfire, mishap, misjudge, misogyny, misprint, misquote, misrule, misreport, misspend, mistreat, misunderstand, mistrust, misusage, miswrite.

X. *How many of them did you know before you started looking them up in the dictionary?*

XI. *Make up 6–8 sentences using the words given in ex. X.*

XII. *Read the following text.*

### **A Generation Later...**

A generation later, after the balance of power had indeed shifted, the Indian and white children of that Thanksgiving were striving to kill each other in the genocidal conflict known as King Philip's War. At the end of that conflict most of the New England Indians, were either exterminated or became refugees among the French in Canada, or they were sold into slavery in the Carolinas by the Puritans. So successful was this early trade in Indian slaves that several Puritan ship owners in Boston began the practice of raiding the Ivory Coast of Africa for black slaves to sell to the proprietary colonies of the South, thus founding the American-based slave trade.

Today the town of Plymouth Rock has a Thanksgiving ceremony in remembrance of the first Thanksgiving. There are still Wampanoag people living in Massachusetts. In 1970, they asked one of them to speak at the ceremony to mark the 350<sup>th</sup> anniversary of the Pilgrims' arrival. Here is part of what he said:

“Today is a time of celebrating for you – a time of looking back to the first days of white people in America. But it is not a time of celebrating for me. When the Pilgrims arrived, we, the Wampanoags, welcomed them with open arms, little knowing that it was the beginning of the end. That before 50 years were to pass, the Wampanoag would no longer be a tribe. That we and other Indians living near the settlers would be killed by their guns or dead from diseases that we caught from them. Let us always remember, the Indian is and was just as human as the white people. What has happened cannot be changed. But today we work toward a better America, a more Indian America, where people and nature once again are important.”

(From *The Book of Days*<sup>33</sup>)

XIII. *Answer the questions to the text given above.*

1. Is it always so that white settlers in newly-discovered lands came into conflict with the natives?
2. What do you think was ‘the apple of discord’ in most cases?
3. Can you name any examples of religious intolerance that take place today?
4. What would the two warring groups have to do to stop a conflict?
5. Imagine that a large number of refugees have come to your neighborhood. Would you try to make them feel welcome? Would you share your home with them?
6. Would you treat war or political refugees the same as economic refugees? Would you treat refugees belonging to your own nation the same as those who do not?
7. If you immigrate to another country, how would you expect to be treated?
8. What does an immigrant have to do so as not feel like an alien in a new land?
9. Why do you think so many people left pre-revolutionary Russia?
10. Why do you think so many people left the newly-formed Soviet Union after the revolution?
11. Why do you think seven-and-a-half million left Russia after the perestroika?
12. Do you want to emigrate? Why or why not?

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<sup>33</sup> *Walkwork A. The Book of Days. A Resource of Activities for Special Days in the Year.* P. 81.



## Unit 9

# CHRISTMAS

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

To decorate, fairy lights, tinsel, crackers, mistletoe, Christmas pudding, turkey, mantelpiece, stockings, servant, ham, scared, acrobatic stunts, broom, spank, straw, riddle, cookies, sixpence, to sack, reindeer, sleigh, carol, to wrap, Christmas Eve, Boxing Day.

II. *Read the following text and translate it.*

### Christmas Origins

Christmas celebrates the birth of Christ, who was probably born between 11 BC and 4 BC (the death of King Herod, who plays a key role in the events surrounding Christ's birth). Some historians try to connect Christ's birth to the famous star that guided the three wise men (the Magi). If the star were the bright lights of Saturn and Jupiter in conjunction with Pisces, it would make the date 7 BC, however, if it was Halley's Comet, it would have been 11 BC.

Christmas, as we know it today, is really the work of the Victorians combined with a few traditions imported by the royal family from their native Germany. Until that time Easter had always been the most important festival. In 1652 the Puritans actually banned Christmas.

A number of pagan traditions still survive, such as carol singing, the flames of the Christmas pudding, kissing under the mistletoe, excessive drinking, and bad luck if the Christmas tree is not taken down before the twelfth night.

(From *The Book of Days*<sup>34</sup>)

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<sup>34</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 85.*

III. *Answer the following questions to the text.*

1. Do we know the exact date of Christ's supposed birth? Why not?
2. Why do we know the exact date of Herod's death?
3. What has the famous star that the Magi followed to do with Christ's birth?
4. What do you know about Halley's Comet?
5. What role did the Victorians play in the celebration of Christmas as we know it today?
6. What has Germany got to do with all the ways of celebrating Christmas today? And why Germany?
7. Why did the Puritans ban Christmas?
8. What are the pagan traditions that are still there in the way we celebrate Christmas today?
9. Do we in Russia celebrate Christmas differently than they do in the Anglo-Saxon world?
10. Why is the Russian Orthodox Christmas celebrated on January 7?
11. Does your family celebrate either Christmas?
12. If you do celebrate Christmas, on what date and how do you celebrate it?
13. Has your family got any traditions that you keep to when you celebrate Christmas?
14. If we are not sure that Christ was ever born, if we don't go to church, if we are not believers, or if we are followers of another creed (atheism, Judaism, Buddhism, Islam, etc.), do we have a right to celebrate Christmas? State your case.

IV. *When people celebrate Christmas, they greet each other with Christmas greetings. Can you match these Christmas greetings with their languages?*

- |                          |            |
|--------------------------|------------|
| a) Boas Festas           | Esperanto  |
| b) Buon Natale           | German     |
| c) Feliz Navidad         | Italian    |
| d) Fröhliche Weihnachten | Portuguese |
| e) Gajan Kristnaskon     | Spanish    |
| f) Glaedelig Jul         | Danish     |

g) Hristos se rodi	French
h) Joyeux Noël	Malay
i) Nadolig Llawen	Serbian
j) Selamat Hati Krisna, Dan Tahun Bahru	Welsh

V. *Discuss the following questions.*

1. If you celebrate Christmas, what food do you eat?
2. Do you have any special traditions or do you eat just anything?
3. Do you ever cook a lamb joint?
4. Do you eat fruit salad or only vegetable salad?
5. Do you ever cook turkey?
6. How do you decorate your Christmas tree?
7. Do you put lights on your Christmas tree?

VI. *Translate the following sentences into Russian.*

1. We used to go swimming later in the day.
2. Grandmother used to cook everything in the wood stove.
3. She used to celebrate Christmas like that when she was a little girl.
4. We would spend the whole afternoon lying in the sun.
5. He would visit us every Sunday when we lived in that small village.
6. The peasants would farm the land, till the soil and graze the cattle in those far off days.
7. In the old days the kings would build castles so that the enemy would have no chances if they attacked.

VII. *Translate the following sentences into English using the words from the text and the expressions **used to/would**.*

1. Раньше бабушка все готовила в печи на дровах.
2. Когда я была маленькой, мама водила меня в парк каждое воскресенье.
3. Бывало, он приходил к нам и читал свои стихи.
4. Раньше было так, что гостям приходилось рассылать приглашения за две-три недели.
5. В детстве, я помню, мы каждый вечер садились за стол, и кто-нибудь из нас читал вслух очередную главу книги.

VIII. *Some of the following statements are true and some are false. Correct the ones that are false.*

1. On the day after Christmas, collection boxes in churches used to be opened and the money that had been collected was given to the poor. It was also a tradition on this day for working people and servants to break open their tip boxes. These were boxes that contained money that rich people had given them throughout the year.

2. Germans brought the Christmas tree both to Britain, via the royal family, and to the United States, via immigrants. But the habit of decorating trees goes back to the Romans and their festival of Saturnalia.

3. Christmas cards are an English invention and the first one was published in 1843. About a thousand million are sent every year in Britain.

4. Christmas is celebrated in most countries of the world, even where there are only small Christian communities, such as Nigeria, Iran, Iraq, India, Japan and China. But even non-Christians celebrate it as a time of year for giving gifts and generally having a good time.

5. The custom of exchanging gifts at this time of year was already common well before the birth of Christ.

6. Exchanging Christmas presents derives from the three wise men's (the Magi) example.

7. The Christmas tree is a fairly recent invention.

8. In Britain December the 26<sup>th</sup> is known as Boxing Day, as there is an annual boxing competition on this day.

9. Christmas is celebrated only by Christians.

10. Christmas cards are a derivation of a pre-Christian Jewish custom.

(From *The Book of Days*<sup>35</sup>)

IX. *Read the text about Santa Claus and answer the questions that follow it.*

### **Santa Claus**

The original Santa Claus, or Saint Nicholas, was the Bishop of Smyrna (in what is now Izmir, in Turkey). He lived in the 4<sup>th</sup> century AD. He is

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<sup>35</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 84.

remembered on December 6 for his generosity and love to children – he used to throw children gifts through their windows. His fame spread to Russia, Scandinavia and many parts of Europe. When the territory was conquered by the Turks, Nicholas’ remains were stolen by Christian soldiers and placed partly in Bari and partly in St. Mark’s Cathedral in Venice, Italy.

Meanwhile in England, following the spirit of Saturnalia (a festival left behind by the Romans), masters served their servants at Christmas time, and people usually had a good time drinking and playing jokes on each other. The figure of Father Christmas grew out of these festivities. He was someone who, like Santa Claus, tried to help the poor and the children.

Victorian children were the first to send messages to Father Christmas, saying not just what they wanted for Christmas, but also confessing their sins and renewing old promises.

The story of Santa Claus was brought to America by Dutch immigrants and was a variation of the Dutch Sinter Klaas. Nowadays in Britain the names *Father Christmas* and *Santa Claus* are used interchangeably.

(From *The Book of Days*<sup>36</sup>)

X. Answer the following questions.

1. Have you heard any other stories of how the giving of presents was begun by the Bishop of Smyrna?
2. Where is the old Smyrna, known as Izmir today? In what part of Turkey? Have you been there?
3. How is Bari in Italy connected with St. Nicholas?
4. Why do so many Russians want to go to Bari?
5. Where is Bari? On the eastern or on the western coast of Italy?
6. Did you believe in Santa Claus when you were a small child?
7. Does your family have a habit of giving presents to each other at Christmas time?
8. Do you put your presents in a stocking or under the Christmas tree or just give them to the person concerned?

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<sup>36</sup> Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 84.

9. Why do so many people in Russia today celebrate the New Year more than they do Christmas?

XI. *Use the following reporting verbs to relate information from the text given above.*

Tell, declare, announce, say, inform, report, hint.

XII. *Read the following text.*

Christmas is a Christian festival to celebrate the birth of Christ. During this time families traditionally went to church – either to a midnight mass on Christmas Eve, or to a morning service on Christmas Day – exchanged simple gifts, played games together and enjoyed an extensive Christmas lunch.

Nowadays, however, there is a strong commercial emphasis, with shops and manufacturers competing to get the public to spend as much money as possible. Many people do not like this side of Christmas and say that the spirit of Christmas has been lost – that commerce has taken over from religion. They are particularly concerned about people who drink too much and then drive, for the road accident rate is high at this time of year.

Despite this, Christmas for most people is still an enjoyable occasion with many traditional aspects. Children particularly love Christmas. A few weeks beforehand they write letters to Father Christmas – who is also called Santa Claus – telling him what gifts they want. Then on the night before Christmas, Christmas Eve, they hang stockings at the end of their beds. Father Christmas arrives from the North Pole on his sleigh pulled by reindeer, climbs down the chimney and fills each child's stocking with small presents, leaving the larger ones under the Christmas tree.

When the special Christmas pudding is made – a rich pudding containing dried fruit and brandy – every child in the family is allowed to stir the mixture and make a wish. A coin is often put in the pudding to bring good luck to whoever finds it. Children also like decorating the Christmas tree and the main rooms of the house. At school they perform nativity plays, telling the story of the birth of Christ, as proud parents look on.

The highlight of Christmas Day is the Christmas lunch. This usually consists of roast turkey with vegetables, followed by Christmas pudding. During the meal, the family pull crackers. Inside each cracker is a joke, a paper hat and a small present.

XIII. *Use the following words and phrases to make up your own short stories or situations.*

1. Christian festival
2. Midnight mass
3. Morning service
4. Exchange of simple gifts
5. Strong commercial emphasis
6. The spirit of Christmas has been lost
7. Drink too much
8. Enjoyable occasion
9. Write letters to Santa Claus
10. Hang stockings
11. Sleigh pulled by reindeer
12. Special Christmas pudding
13. Make a wish
14. A coin inside
15. Nativity plays
16. Proud parents
17. Christmas lunch
18. Roast turkey
19. Christmas pudding
20. Pull crackers

## Unit 10

### NEW YEAR'S DAY

I. *Use the dictionary to check the pronunciation and meaning of the following words.*

To coincide, approximately, to switch, Julian, to design, Julius Caesar, Gregorian, obvious, chaotic, Orthodox, Ethiopian, Christian.

II. *Read and translate the following text.*

In England the New Year hasn't always begun on January 1<sup>st</sup>. Halloween was the Druids' New Year's Eve festival, so what is now our November 1<sup>st</sup> would have been their New Year. The Anglo-Saxons then fixed the beginning of the year to coincide approximately with the sun's rebirth on around December 25<sup>th</sup>. Then most of Europe switched their New Year to the beginning of spring. So, for many years, March 25<sup>th</sup> was New Year's Day.

In fact most of Europe had been following the Julian calendar, which had been designed under the instructions of the Roman Emperor Julius Caesar. But this calendar was too long by 11 minutes a year, and after a number of centuries this amounted to 10 days. So in the 16<sup>th</sup> century Pope Gregory XIII had a new calendar designed which revised the concept of leap years and set the beginning of the year to January 1<sup>st</sup>. Most of Europe then adopted this new calendar in around 1582, even though it meant cancelling 10 days.

The Scots changed to the Gregorian calendar in 1600, as it was obvious that any trading with other countries would be chaotic if they kept to the old Julian calendar. But the English held out until 1752 since they resented a Catholic pope telling them what to do. The Russians waited till 1918, and the Greeks till 1923. Eastern Orthodox churches and the Ethiopians still use the Julian calendar, which is why they celebrate Christmas and Easter approximately two weeks later than other Christians.



While most countries of the world have adopted the western Gregorian calendar for commercial purposes, some have still retained their old calendars for religious uses. Let's imagine that in the West we are in the year 2000. The Hindu calendar is then in the year 2056. The Muslim calendar is based on lunar years and begins in 622, the year when the Muslim prophet Mahomet travelled from Mecca to Medina, so that our 2000 is their 1421. The Jewish system is based on the year the world was created, which was 3761 years before the beginning of the Christian era. Their year lasts from 354 to 385 days, thus they are in the year 5771. The Chinese keep to the lunar calendar and celebrate their New Year somewhere at the end of January – beginning of February.

**Do you know that...?** A year is exactly 365.242199 days long, i.e. 365 days, five hours, 48 minutes and 46 seconds.

(From *The Book of Days*<sup>37</sup>)

III. *Answer the following questions to the text.*

1. What day did the Druids consider to be New Year's Eve?
2. Why did the Anglo-Saxons fix their New Year on around December 25<sup>th</sup>?
3. Why do you think most of Europe made their New Year start on March 25<sup>th</sup>?
4. What happened to the Julian calendar with time?
5. How did Pope Gregory XIII remedy the situation of the extra 10 days?
6. What made the Scots change over to the new calendar?
7. Why did the English hold out till 1752?
8. Do you remember from history why the English resented the Catholic pope?
9. When did Russia switch over to the new calendar?
10. On what occasions do the Eastern Orthodox and the Ethiopians still use the old Julian calendar?
11. What is the Muslim calendar based on?
12. What is the Jewish calendar based on?

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<sup>37</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year.* P. 12.

13. Do you know what in old Russia (the time before Peter the Great) the calendar was based on?

14. Do you know from whom the Russian Orthodox Church took the old calendar?

15. The calendar we use today has 12 months and 52 weeks. It has a Leap Year every four years when one day is added to February. It has seven days a week – approximately 5 working days and two days off (in most countries). Do you think the system is perfect?

16. If you do not consider the system perfect, then what changes would you suggest?

17. If you are an atheist and do not believe in the birth of Christ as any kind of important date, due to whose birth we live in the year 2020 now, what number of years would you consider to be the best for the whole world?

*IV. Make up situations using the following words and phrases.*

1. To begin, festival, eve, to coincide, approximately, sun's rebirth.
2. To follow, to design, under the instructions, to amount to, to revise the concept, to adopt.
3. To cancel, to change, to be chaotic, to trade, to hold out, to resent, to celebrate.
4. For commercial purposes, to retain, to imagine, to be created, to last.
5. To begin, to fix, to base, to amount to, to revise, to celebrate, to create.

*V. Before you read the text given below, look up the pronunciation and meaning of the following words and phrases.*

To celebrate, greetings, card, resolutions, to give up, predictions, calendar, shrine, temple, spring, pocket money, lump of coal, to disguise, Pope, Jewish, Druids.

## **New Year Celebrations**

**A.** – Welcome to Channel *One World* which tonight comes to you from Edinburgh in Scotland. First let me introduce our guest, Fiona Macdonald, who is going to be talking about New Years' Festivals in Japan and China. So do they have anything in common with what goes on here in Scotland?

**B.** – Well, in Scotland we only celebrate one day, whereas in Japan they basically eat, drink and visit shrines for three days, and the Chinese have five days' national holiday.

**A.** – Five days? But not in January?

**B.** – The Japanese have the same calendar as us, so they start on January 1<sup>st</sup>. But in China they use the lunar calendar, so it varies from year to year. It's actually called a spring festival and was the time when farmers and peasants used to rest physically and spiritually before sowing the seeds.

**A.** – I've heard that in Japan nearly everyone sends cards at New Year, whereas we generally send our cards at Christmas. Is that true of China too?

**B.** – I'm not sure they do, actually. But one thing both countries have in common is that they give their children pocket money. Many Chinese also wear new clothes as a way of leaving behind the old year and all its misfortunes.

**A.** – So it's a kind of ritual to bring good luck?

**B.** – Of course in Scotland we have the tradition of 'first footing', you know, when the first person to visit your house in the New Year should be handsome and dark-haired.

**A.** – And a man.

**B.** – Yes, not a woman, because in some communities they were thought to bring bad luck. And this man was supposed to bring a lump of coal, a lump of bread and a bottle of whisky.

**A.** – What about resolutions? This year I've decided to give up smoking, like I do almost every year. Do the Chinese and the Japanese go in for this kind of thing?

**B.** – Not really, no, but they do make predictions for the future. For instance, at the Japanese shrines and temples you can find out your fortune from some little bits of paper. Then at 12 o'clock they ring a gong in a temple 108 times, to send away the 108 evil desires in the Buddhist religion.

(From *The Book of Days*<sup>38</sup>)

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<sup>38</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 10.

VI. *Answer the questions to the text given above.*

1. In what part of Great Britain is Scotland?
2. Is Edinburgh the capital of Scotland?
3. Festivals in what countries is Fiona Macdonald going to talk about?
4. How do the Japanese celebrate the New Year?
5. Why is the New Year in China considered to be a spring holiday?
6. When do the Japanese send cards to each other?
7. What clothes do the Chinese want to wear when they celebrate the New Year?
8. What is 'first footing' in Scotland?
9. Do people in these two Oriental countries make predictions for the coming year?
10. How many evil desires are there in the Buddhist religion?
11. How does your family celebrate the New Year?
12. Do you stay at home or do you go outside?
13. Do you have fireworks?
14. Do you have any family traditions for celebrating the New Year?
15. Why is the New Year celebrated more in Russia today than the Russian Orthodox Christmas?
16. Do you make predictions for the New Year?
17. On what day in January do people in Russia try to foretell the future (especially the young unmarried girls)?
18. What ways of foretelling the future have you heard of?
19. Have you had your fortune for the coming year ever told and did it come true?
20. How do you spend January 1<sup>st</sup>?

VII. *Translate the following sentences from Russian into English.*

1. Он собирается рассказать нам, как он встретил Новый год.
2. У нас нет ничего общего с обычаями этой страны.
3. Что тут происходит в данный момент?
4. Японцы посещают свои храмы в течение трех дней.
5. У этой страны такие же праздники, как и у нас.
6. В Китае Новый год празднуется по лунному календарю.
7. Раньше в эти дни они имели обыкновение отдыхать в течение пяти дней.

8. Фермеры должны посеять семена в начале марта.
9. Я не уверен, что они тоже посылают много открыток друг другу.
10. И в этой, и в той стране родители дают своим детям деньги на карманные расходы, чтобы те могли купить себе подарки.
11. Надеть новую одежду – это как бы способ оставить все старое позади.
12. Несчастья никогда не приходят в одиночку.
13. Первый мужчина, который к вам придет в Новый год, должен быть высок и красив.
14. Ему надо будет принести с собой кусок угля, ломоть хлеба и бутылку виски.
15. Я в этом году опять решил бросить курить.
16. Ты веришь в новогодние предсказания?
17. Вы возьмете маленький клочок бумаги в храме, и на нем вам будет предсказание на следующий год.
18. Вы увлекаетесь такими вещами?
19. Погадай мне, если сможешь.
20. Надо ударить в гонг 108 раз, чтобы отогнать порочные желания на весь год.

VIII. *Make up dialogues to illustrate the following situations. In each case your friend, brother, sister, mother, father, etc. is against and has other plans.*

1. You want to spend the night out, walking the streets, going to the central of town, watching the fireworks.
2. You want to stay at home, go to bed at 00.30 after a good dinner.
3. You want to go out of town to your family summer house and see the New Year in among the snow-covered trees and deep snow all around.
4. You want to invite about 15 people to your place to see the New Year in.
5. You don't want to be with your family. You want to see the New Year in with your friends at somebody's place.
6. You want to leave town and see the New Year in at your boyfriend's/girlfriend's place together with his/her parents who live in another town.

7. You want to go to another country (Egypt, Turkey, Madrid, Paris, Prague, etc.) to see the New Year in.

8. You think seeing the New Year in is a lot of nonsense. You are going to bed at 11 p.m. as usual.

9. You don't want any celebration. You are going to watch TV concerts and shows all night.

10. You want to go to a restaurant with your boyfriend/girlfriend and sit there all night at a table for two.

IX. *Some more information about New Year celebrations.*

**Scots** celebrate the New Year by singing *Auld Lang Syne*.

### **Auld Lang Syne**

Should auld acquaintance be forgot,  
and never brought to mind?  
Should auld acquaintance be forgot,  
And days o'lang syne?

For auld lang syne my dear,  
for auld lang syne:  
We'll take a cup o'kindness yet,  
for auld lang syne.

Then here's a hand my trusty fiere,  
anf gie's a hand o'thine.  
We'll tak' a right guid-willie waught,  
for auld lang syne.

For auld lang syne my dear,  
for auld lang syne:  
We'll tak' a cup o'kindness yet,  
for auld lang syne.

***Robert Burns***

### **New Year in Iran** (*Sorayah Parsi, Iran*)

New Year in Iran is called *Nowruz* and it always begins on the first day of spring. Nowruz celebrates the death of the old year and the rebirth of the new: Good versus Evil. A few weeks before the New Year, we clean our houses. We make new clothes and cook delicious foods. People

disguise themselves with make-up, wear brightly colored clothes, and sing and dance in the streets. We visit our friends, and we send cards to those Iranians who live in other countries.

### **New Year in Vietnam** (*Ngo Dai Len, Vietnam*)

The Tet, our Vietnamese New Year, is the most important celebration in Vietnam. Many people are superstitious and we make predictions for the new year depending on what animal noise we hear first, or on who is the first person to visit our house. We light candles to our guardian gods and they make reports on us in heaven.

*X. Take note of how **to be going** is translated into Russian.*

1. I'm going to visit my aunt over the weekend. I haven't been to see her since autumn.

2. My brother is going to be a doctor when he grows up. That's what he says.

3. I think it's going to rain.

4. You've broken the vase. What are you going to do now? How are you going to explain it to your mother?

5. "I'm not going to tell you my secrets any more," said the little girl.

*XI. A lot of people make New Year resolutions. In some countries it is almost a ritual, but the question is: do we keep them?*

*Read the following text and see how you can comment on it.*

### **New Year Resolutions**

**Ann:** Well, I think this year I'm going to try and give up chocolate.

**Bobby:** Are you?

**Ann:** Yeah, because I eat so much of it. And you know, it might make me fat or spotty or something, so I think I should, you know, see if I can give it up.

**Bobby:** I'd never be able to do that.

**Ann:** What about you, what are you going to do?

**Bobby:** I'm definitely going to become more organized from 12 o'clock tonight, definitely.

**Ann:** I'll believe that when I see it.

**Bobby:** It's true.

**Colin:** I've got two. I'm going to try, the first one I'm going to try and stop lying to my parents, because I'm constantly lying to them, all the time. And the second, I've got to stop eating beefburgers. I don't know why, but I can't stop eating them.

**Diana:** I always find that I eat too much junk food and I like McDonald's and beefburgers and things like you say. I've got to start giving up that and eat more healthily, and eat more fruit and vegetables and stuff like that. I always say I'm going to do that, but I never do it.

1. *Sum up the resolutions these four people have made.*  
2. *What do you make of the following resolutions? Comment on each of them.*

- a) Stop playing computer games all day long.
- b) Stop chewing gum all the time.
- c) Stop talking at lectures and listen instead.
- d) Stop sending messages to my girlfriend/boyfriend all day long.
- e) Stop biting my fingernails.
- f) Go to bed at 11 o'clock instead of 2 am.
- g) Stop smoking.
- h) Stop eating in between breaks for meals.
- i) Stop turning on loud music so as not to be a nuisance at home.
- j) Get up a bit earlier so as to have a normal breakfast.
- k) Stop talking on the phone half the day.
- l) Get down to my studies and try to learn something.

3. *Which of the above-mentioned resolutions refer to you?*  
4. *Did you make any resolutions last year? What were they? Did you keep them?*

5. *What do you regret (not) having done last year?*  
6. *What were the best/worst things that happened to you last year?*

7. *What three important things are going to happen to you in the coming year?*

8. *Is it important to make resolutions, and to have aims and ambitions in your life?*



## Summing it all up

The New Year hasn't always begun on January 1<sup>st</sup>. So:

1. When did January 1<sup>st</sup> start being the beginning of the New Year?
2. When was the Druid New Year?
3. When was the Anglo-Saxon New Year?
4. When did the New Year start in the Middle Ages?
5. When did the following countries change over to the Gregorian calendar?
  - a) Catholic Europe
  - b) England
  - c) Scotland
  - d) Greece
  - e) Russia
6. Do you remember exactly how long a year is? How many days, hours, etc.?

\* \* \*

Some British New Year customs, such as the singing of the song *Auld Lang Syne*, originated in Scotland. *Auld Lang Syne* is a Scottish poem written by Robert Burns in 1788 and set to the tune of a traditional folk song. Read the following texts and learn more about Robert Burns and Burns Night.

I. *Look the following words up in your dictionary to see how they are pronounced and what their meaning is.*

Alloway, Ayrshire, Dumfries, treatable, catalogue, to echo, throughout, to ensure, exceptional, Edinburgh, status, celebrity, passionately, to capture.

II. *Read and translate the following text.*

### The Life of Robert Burns

Robert Burns was born on 25 January 1759, on a dark and windy night in the village of Alloway in Ayrshire. He died just 37 years later, at his home in Dumfries, from an illness that sadly would have been easily treatable today.

Despite his short life Burns left a huge catalogue of poetry and songs that have been pored over, enjoyed and spoken aloud for over 200 years.

His timeless words have echoed throughout the generations, inspiring people from every walk of life.

Although he left a great legacy, Burns' start in life was a humble one. He was born the son of poor tenant farmers and was the eldest of seven children. Even with the family's money struggles, his father recognized the importance of education and ensured that, alongside working on the family farm, his children were given the opportunity to read and learn.

There were signs of Robert's exceptional writing talent from an early age – at 15 he penned his first love poems – though it was not until 1786 at the age of 27 that he rose to fame with the publication of his first collection of poetry, *Poems, Chiefly in the Scottish Dialect*. This masterful collection made a huge impression on Edinburgh's literary elite, and propelled Burns to celebrity status.

In his personal life, Burns dedicated hundreds of lines of verse to the fairer sex and went on to father 12 children, nine with his wife Jean Armour. He was also a passionately proud Scot – he even spent many years collecting and preserving traditional Scottish songs for the future.

For all his fame, Burns never forgot his roots. His love for farming stayed with him throughout his life and his writing often dealt with issues affecting the poorer classes, notably highlighting the need for greater social equality. You'll see all of these influences captured in his dazzling collections of poetry and song – his lasting legacy to the world.

(From *Visit Scotland*<sup>39</sup>)

III. Now that you have read the text answer the following questions.

1. When and where was Robert Burns born?
2. Where is Ayrshire and where is Dumfries?
3. How old was Robert Burns when he died?
4. Would he have lived longer today?
5. What can you say about his childhood and early years?
6. How old was he when the first signs of his exceptional talent appeared?
7. Is he still remembered? What for?

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<sup>39</sup> About Robert Burns: Famous Scots // Visit Scotland : [site]. URL: <https://www.visitscotland.com/about/famous-scots/robert-burns/> (date of access: 20.03.2020).

8. What dialect did he use to pen his immortal verses?
9. Do you understand it?
10. Is it very different from literary English?
11. What impression did his collection make on Edinburgh's literary elite?
12. How many children did he father?
13. What makes it possible for us to say that he was a passionately proud Scot?

IV. Read the following text and translate the passages and words that you don't know.

### Celebrating Burns Night

Burns Night marks the anniversary of Robert Burns' birth on 25 January each year. Held throughout the world on Burns Night (or on an evening close to it) a traditional Burns supper is an evening event that celebrates Robert Burns' life and work.

The first Burns supper was held in July 1801 when nine of Burns' close friends got together to mark the fifth anniversary of their friend's death. Taking place at Burns Cottage in Alloway, the night included a tasty meal (haggis, of course!), performances of Burns' work and a speech in honour of the great Bard (now known as the *Immortal Memory*). The night was such a resounding success they decided to hold it again (this time in honour of Rabbie's birthday), beginning the tradition we still enjoy to this day.

Everyone enjoys a hearty feast (which includes haggis, neeps and tatties, rounded off with drams of whisky), some of Burns' poems and songs are recited and tributes are made to the great Bard.

Each Burns supper is individual, but the running order normally goes something like this:

**To start** – everyone gathers, the host says a few words, everyone sits and the *Selkirk Grace* is said.

**The meal** – the starter is served, the haggis is piped in, the host performs *Address to a Haggis*, everyone toasts the haggis and the main meal is served, followed by dessert.

**After the meal** – the first Burns recital is performed, the *Immortal Memory* (the main tribute speech to Burns) is given, the second Burns

recital is performed, then there's a *Toast to the Lassies*, followed by a *Reply to the Toast to the Lassies*, before the final Burns recital is performed.

**To end the night** – the host gives a vote of thanks, everyone stands and sings *Auld Lang Syne*, crossing their arms and joining hands at the line 'And there's a hand, my trusty fere!'.

But remember – if you hold your own Burns supper, you can follow as much or as little of this running order as you like. You could even make your own additions – hold a quiz, play an epic Scottish Spotify playlist, add a ceilidh, include a treasure hunt – we don't think Robert Burns would mind at all, as long as you're having fun!

Many restaurants across Scotland host formal Burns suppers or you could join a Burns club near you to enjoy events throughout the year, as well as the annual Burns supper. The Robert Burns World Federation lists more than 250 Burns clubs worldwide.

(From *Visit Scotland*<sup>40</sup>)

V. *Answer the following questions to the text.*

1. What is Burns Night?
2. What is Burns Supper?
3. How did the Burns Supper begin?
4. What happens at Burns supper?
5. How is haggis prepared? Would you ever think of preparing a meal like that for yourself? Do you know anything resembling this dish in the cuisine of other countries?
6. Did you know that 'neep' is 'turnip'? Have you ever eaten cooked turnips? Do you think it tastes nice?
7. Would you find it interesting to hold a "Robert Burns Night"?
8. Could you use the same scenario for some other poet?

VI. *Choose some poet that is a great favourite with you and make up a scenario to commemorate his birth or death. Don't forget about the dishes that you would suggest for the evening party.*

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<sup>40</sup> About Celebrating Burns Night // Visit Scotland : [site]. URL: <https://www.visitscotland.com/about/famous-scots/robert-burns/burns-night/> (date of access: 20.03.2020).

## Unit 11

### TEACHERS' DAY

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

Skit, mannerism, to respect, experienced, compulsory, co-educational, campus, anthem, sit-in, extra-curricular.

II. *Read and translate the following text.*

Several countries have Teachers' Day, in honour of particular teachers who were instrumental in setting the course of education in their home country. Amongst others, the Czechs commemorate Comenius' birthday (March 28), some Chinese celebrate Confucius' birthday (celebrated on different days in China and Taiwan), and the Turks remember Ataturk's death (November 24). In Argentina Teachers' Day is celebrated on September 11, and in Uruguay on September 22. In 1966 UNESCO proclaimed October 5 to be World Teachers' Day. Apparently there are more than 50 million teachers in the world – more than any other profession. And, in case you were wondering, it was George Bernard Shaw (in *Man and Superman*) who said *He who can, does. He who cannot, teaches.*

(From *The Book of Days*<sup>41</sup>)

III. *Comment on the following. Do you agree or do you disagree with the statements given below?*

1. Teachers are better than books.
2. Younger teachers are generally better than older teachers.
3. Teachers cannot, and should not, be friends with their pupils.
4. Children learn more from each other than from their teachers.
5. Teachers generally don't give their pupils enough homework.

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<sup>41</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 58.*

6. Primary school teachers are often better than secondary school teachers.

7. Teachers should never expose their political ideas.

8. Most teachers don't make their subjects interesting enough.

9. Strict teachers are generally the best.

10. Teachers work more than most other professions and for a lot less money.

(From *The Book of Days*<sup>42</sup>)

IV. *Here are some comments to the statements given above.*

1. Teachers are better because pupils don't always read the books.

2. Older teachers are more experienced, younger teachers – less, but they often show more enthusiasm.

3. The minute you become friends with your pupils, discipline disappears.

4. Children do learn more from each other. The only question is *what* do they learn from each other?

5. When teachers do give enough homework, pupils start complaining and bring their parents with protests into the picture.

6. Primary teachers do seem better because they are the first ones.

7. This one is quite correct because very often pupils hear things contrary to what teachers might say at home and in this way they start hating or detesting their teachers.

8. A teacher should find ways to make his/her subject interesting enough.

9. Strict teachers are the ones we remember and the ones we are afraid of. If they give you a good mark you are really grateful to them.

10. In many countries this is quite true because teachers have a greater responsibility.

V. *Compare the statements given in ex. III and in ex. IV and give your commentary to them. Tell your groupmates why you agree or disagree with each one.*

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<sup>42</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 58.

VI. Read and translate the following letters sent by people from different countries.

### **Argentina**

In Argentina we celebrate the death of Domingo Sarmiento who created state schools all around the country in the 1860s. Each class prepares funny skits on their teachers, imitating and exaggerating their voices and mannerisms. Then we act these out in front of the whole school. (*Deborah Longobardi*)

### **Slovakia**

March 28 is our Teachers' Day, and it is the anniversary of the birthday of Komensky. He lived in the 17<sup>th</sup> century and thought subjects should be taught together, so to teach languages, for example, he got his students to talk about world history, politics, geography – and even to sing and play sports. He was convinced that there was nothing a child couldn't do. (*Monika Karulova*)

### **Turkey**

We dedicate our Teachers' Day to Ataturk, who was the founder of modern Turkey. The children write short poems for their teachers. I think we show much more respect to our teachers than children in the West. (*Aliye Gungor*)

### **Singapore**

On Teachers' Day in Singapore we only have school from nine till one. Then we have parties, everybody brings food, and we draw cards for our teachers. We send flowers to the teachers we like, so if they are not popular teachers, they don't get any flowers. In Singapore our government spends a lot of money on education because they believe that we children are the future. (*Rebecca Tan Ching Kiang*)

### **Taiwan**

In Taiwan the schools are closed on Teachers' Day, which celebrates Confucius' birthday. The government gives prizes to the best teachers. Children send their teachers a card or flowers. (*Li-Ying Chen*)

(From *The Book of Days*<sup>43</sup>)

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<sup>43</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 59.

VII. *Answer the following questions.*

1. Who was your best/nicest teacher? Explain why.
2. Which teacher or teachers were you most afraid of? Why?
3. Which teacher did you learn the most from?
4. Were any of your teachers unfair? Do you remember any cases when it was so?
5. Which teacher had the greatest influence on you?
6. Did you want to look like or copy any teacher you had?

VIII. *Choose the points that are more appropriate for you.*

My (ideal) English teacher is/was:

1. a) the same age as me, b) older than me
2. a) the same sex as me, b) the opposite sex to me
3. a) the same nationality as me, b) of a different nationality
4. a) very experienced but not very enthusiastic, b) very inexperienced but very enthusiastic
5. a) someone I would like to invite to dinner, b) someone I would never invite to dinner

*Now put the following characteristics in order of priority:*

- sense of humour
- ability to communicate
- imagination
- ability to command respect
- understanding of students' problems
- other points you find important

IX. *Now that you have made your choice, prepare a short story that would summarize your opinion.*

X. *Answers to questions are given below. Think of what questions you could ask so that the following would be correct answers.*

1. You are an adult by the time you leave school and you've still got lots of years to learn things.
2. Well, obviously when you are younger you learn a lot from being at home and from your family and television and the Internet and the young children's programs.



3. I think it's up to you, isn't it? I mean everybody has totally individual tastes.

4. I definitely think it should be up to the individual to decide what they want to do because obviously everyone wants different careers and wants to study different things.

5. Obviously there aren't so many distractions if boys and girls are kept separately, but then, you know, you shouldn't really be separate, because that's just a fact of life, isn't it?

6. I really don't know. I mean I wasn't yet born 20 years ago, so...

7. Now, I think they will be the best years of your life because once you leave school, everything changes and you have so much more to worry about.

XI. *Now you can listen to Pink Floyd's classic **Another Brick in the Wall** (which begins with "We don't need no education") from their album **The Wall**.*

XII. *Choose one answer for each question in the quiz and make up a story about yourself with the help of these answers.*

1. You learn more...

a) at school, b) at home, c) from your friends, d) from the Internet, e) from TV

2. You learn more at...

a) same sex schools, b) co-educational schools

3. Which school you go to and which subjects you study should be decided by...

a) you, b) your parents, c) your teachers

4. The standard of education in your country is...

a) better than 20 years ago, b) worse than 20 years ago

5. School should be compulsory until the age of...

a) 10, b) 14, c) 16, d) 18

6. It's better to go to school from...

a) 8.30–13.30 six days a week, b) 8.30–15.30 five days a week

7. Exams are...

a) a waste of time, b) the only way to test pupils' learning, c) an inefficient way of testing pupils' learning

8. Your school years were...

- a) the best years of your life, b) the worst years of your life,
- c) somewhere in between

XIII. *Use your dictionary to check the pronunciation and meaning of the following words.*

Comenius, Moravia, Czech, entertaining, innate, advocate, particularly, direct, economics, geography, handicrafts, isolation, metaphorical, mountain, to climb, lamentable, utterly, Confucius, disciple, self-sufficient, aware, fault, to encourage, passionate, Atatürk, campaign, prowess, thoroughness, Renaissance, enmities, rival.

XIV. *Read the three pieces that follow about men who considered education in their respective countries to be a very important thing.*

**John Amos Comenius (Komensky)** was born in 1592 in Moravia, which is now in the Czech Republic. He believed that we all are born with a desire for knowledge and that it is the teacher's task to find the simplest and most entertaining ways of drawing out the pupils' innate capacity for learning in an atmosphere of love rather than fear. He advocates what we would now call a hands-on approach, which was radically different from the pedantic teaching methods of his time. He was particularly interested in teaching languages, which he was convinced must be learnt in the same way as the mother tongue. So his lessons revolved around topical conversations and direct contact with objects and pictures. In fact, Comenius was the first person to write illustrated books for children. Language learning was also integrated with lessons on politics, economics, world history, geography, science, the arts, handicrafts, and even singing and sports. His idea was that everything is part of something else, that no subject should be studied in isolation, and that what happened outside the classroom during playtime was just as important as what happened inside the classroom. Comenius was convinced that no expense should be spared in giving children an education and that, given the right training, there was no metaphorical mountain that could not be climbed by a child. So great has Comenius' influence been in Europe that he is now known as the Father of Modern Education. As he once said:

The proper education of the young does not consist in stuffing their heads with a mass of words, sentences and ideas dragged together out of various authors, but in opening up their understanding to the outer world, so that a living stream may flow from their minds, just as leaves, flowers and fruit spring from the bud on a tree.

On the right to education he said:

It is lamentable, utterly unjust and insulting that while all men are admitted to God's theatre, all are not given the chance of looking at everything. The nation is a happy one that has good schools and good books in great numbers.

**Confucius.** The Chinese celebrate Confucius' birthday as a national holiday – Teachers' Day. This is because Confucius was the greatest of all Chinese teachers. On this day some of the most senior and the best teachers are recognized for their contribution to society. Confucius believed that everyone should be taught without any discrimination and according to their abilities. He taught his pupils/disciples (more than 3000 in his lifetime) to be self-sufficient, to be aware of their faults, and to amend them. He encouraged them not only to help themselves, but also to help others to achieve their goals. He was passionate about education.

Learn as though you would never be able to master it, hold it as though you would be in fear of losing it.

**Ataturk** was the founder of modern Turkey. He gained a reputation as a great leader during military campaigns but his military prowess was really nothing compared to what he did to reform his country. In its massive scope, depth and thoroughness it compared, according to British historian Arnold Toynbee, to the Renaissance, the Reformation, the French and Industrial Revolutions all rolled into one. Ataturk believed that military victories solved little and that the true way of solving enmities between rival groups was by attaining a high level of culture. And this could only be done through education.

(From *The Book of Days*<sup>44</sup>)

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<sup>44</sup> *Wallwork A.* The Book of Days. A Resource of Activities for Special Days in the Year. P. 60.

*XV. Divide your group into two equal parts. Take each educator separately and hold a debate where one group supports one set of views and the other group is in opposition. Try to confirm your opinion with examples.*

1. Kamensky was wrong. Education should have remained pedantic. Look what has happened with all this freedom that young people now have. Never mind a good attitude towards them. Valuable knowledge can only be stuffed down their throats. It doesn't work any other way.

2. What Confucius said is good only for the Chinese. We are Europeans. There has always been discrimination and there always will be, so why try to do anything about it. And who is self-sufficient? My parents must push me along in this world. And who has ever amended his faults? I won't even try. Helping others? Ha!!!

3. Ataturk thought he was very clever. Not all people in Turkey agree with what he did. He gave women equal rights with men. They still don't have them and they won't have them in a Muslim country. Humanity walks forward with its head turned back, said an eminent philosopher. Things should never be done in a hurry. I think Turkey should have been allowed to stay in its medieval times. But then, who knows, they mightn't have developed their tourist industry, and where would we go for a holiday?

*You are welcome to use other ideas to prove your points. Don't forget that it is a debate and you have to argue with your opponent and prove that you are right no matter what you personally think.*

\* \* \*

## **The British Education System**

*I. Look the following words up in the dictionary to see how they are pronounced. Find their meaning.*

Bewildering, United Kingdom, institution, either, throughout, divergence, curriculum, framework, to require, regularly, available, responsibility, preference, comprehensive, to range, oriented, guidance, to pursue, exceptionally, subsidiary, qualification, substantial, extra-curricular, leisure, preparatory.

II. *Read the text part by part and answer the questions that follow each part.*

### **Part 1**

The British education system may seem bewildering at first glance, but it is based on long-lived traditions and follows a strict code of rules. Education principles differ slightly in the four countries which constitute the UK, so we will provide you with the basic information on school institutions.

In the United Kingdom, schools are either state schools funded by government and are free for all pupils, or they are independent schools and charge fees to the parents of the pupils.

All boys and girls throughout the UK must attend full-time education until the age of 16. Many pupils stay on at school after that age to prepare themselves for university or other careers. In the independent schools, most pupils stay at school until the age of 18, and nearly all pupils go on to university after they leave school.

There are also significant divergences between practice in England and Wales, on the one hand, and in Scotland, on the other.

1. What is the British education system based on?
2. Can you say that education principles differ at all in the numerous regions of our country?
3. Should education principles differ in accordance with geographical location, ethnicity, religious beliefs, or prosperity of the region?
4. Do you support the idea of setting up specialized secondary religious schools, sports schools, liberal arts schools, natural sciences schools, craftsmanship schools, etc.? State your case for or against.
5. Should there be special schools for the gifted children?
6. Should there be both private and government-funded secondary schools?
7. Do you think a full secondary education (up to the age of 18) is necessary for all children?

## Part 2

In England and Wales, the government introduced a National Curriculum in 1988. This provides a framework for education between the ages of 5–18. All state schools are required to follow it. Independent schools are not required to follow the National Curriculum in every detail, but they must show that they provide a good all-round education and they are inspected regularly every few years.

8. When was the National Curriculum introduced?
9. What age group does it concern?
10. What must independent privately-owned secondary schools show?
11. Should they be inspected regularly?

## Part 3

The National Curriculum is constructed in five Key Stages:

Child's Age	School Year	Curriculum Stage	Schools	
3	Nursery	Foundation Stage	Nursery School	
4	Reception		Infant school	Primary school
5	Year 1	Key Stage 1		
6	Year 2			
7	Year 3	Key Stage 2	Junior school	
8	Year 4			
9	Year 5			
10	Year 6			
11	Year 7	Key Stage 3	Secondary school	Secondary school (Comprehensive or Grammar school) with Sixth Form
12	Year 8			
13	Year 9			
14	Year 10	Key Stage 4/ GCSE		
15	Year 11			

Child's Age	School Year	Curriculum Stage	Schools	
16	Year 12 (Lower Sixth Form)	Sixth Form/ A level	Sixth Form college	
17	Year 13 (Upper Sixth Form)			

In state schools each year that a pupil studies is given a number (when pupils in the UK say what year they are in, they usually use cardinal numbers, e.g. “year ten”. In the USA, pupils would use ordinal numbers, e.g. “tenth grade”).

For children under the age of five, publicly-funded nurseries and pre-schools are available for a limited number of hours each week.

12. In what country do pupils use cardinal numbers to say what year they are in?

13. In what country do pupils use ordinal numbers to say what year they are in?

## Part 4

The first level of education is known as primary education, and it starts in Year 1. Primary schools are almost always mixed sex, and usually located close to the child's home. Children tend to be with the same group throughout the day, and one teacher has responsibility for most of the work they do.

Most pupils begin their secondary education at the age of 11 (Year 7). Most children transfer to their nearest secondary school, though the law allows parents in England and Wales to express preferences for other schools too. Most secondary schools cater for both sexes. They tend to be much larger than primary schools. Nearly 88 per cent of secondary school pupils in England go to comprehensive schools, as do all pupils in Wales. These take children of all abilities and provide a wide range of secondary education for all or most of the children in a district from 11 to 16 or 18. All children in Scotland go to non-selective schools. Grammar

schools are selective, they offer academically oriented general education. Entrance is based on a test of ability, usually at 11 (The 11 Plus is a selective examination to determine which children should enter Grammar schools in Year 7). Grammar schools are single sexed schools (children either go to a boys Grammar school or a girls Grammar school).

From the age of eleven to fourteen, students in British state and private schools study a broad range of 10–15 subjects. Among them are: English, Mathematics, Science, Design and Technology, Information and Communication Technology (ICT), History, Geography, Modern Foreign Languages, Art and Design, Music, Citizenship, Physical Education. Careers education and guidance, Sex and Relationship Education and Religious Education may also be included in the education curriculum. Secondary school graduation covers the period from age fourteen to fifteen.

At the age of 16 (the end of Key stage 4 and Year 11) all pupils take national exams called GCSEs (GCSE means General Certificate of Secondary Education), usually in about eight to ten subjects. After GCSEs, students may choose to either leave school or continue with their education. They may continue at vocational or technical colleges, or pursue higher education in a university.

Key Stage 5 is for pupils aged 16–18 (sometimes 19) and most schools take Advanced Level exams (A-levels) after a two-year course. For the Advanced Level program, nearly all pupils study three or, exceptionally, four subjects for two years and take examinations in these only at the end of the second year. They may also take one or even two additional subjects for one year only at Advanced Subsidiary (AS) level and take examinations in these at the end of the year. Some schools will offer examinations at AS level to pupils in those subjects they are studying for A level at the end of the first year of the two-year course. Universities use Advanced Levels as entry qualifications.

14. What are the main features of primary school education in Great Britain?

15. At what age in most cases does secondary education in Great Britain begin?

16. Are most secondary schools mixed?

17. Whom do comprehensive schools cater for?



18. Grammar schools are selective. What does that mean?
19. What is the 11 Plus?
20. Do you support the idea of single-sexed schools?
21. Do you think that all the subjects mentioned in the text above are relevant?
22. At what age do children leave (graduate) secondary schools in Great Britain?
23. Do you think that sex, relationship and religion should be included in the curriculum of secondary school education? State your case, if possible in dialogue form.
24. What is GCSE?
25. How many subjects does it include?
26. What options do students have after they have passed GCSE?
27. How old are students when they take the Advanced Level exams?
28. How many extra years do they have to study after they take their GCSEs?
29. How many subjects are studied for the A-level?
30. Are they allowed to take one or two additional subjects for the A-level?
31. What do universities accept as entry qualifications?

(From *HMC Projects*<sup>45</sup>, *Expatica*<sup>46</sup>, *Project Britain*<sup>47</sup>)

### III. Read the text and answer the questions that follow it.

In Scotland, pupils move to secondary education at the age of 12. At the age of 16 they take exams called Standard Grades and then move on to Highers and Advanced Highers. These are very similar to the English Advanced Subsidiary and Advanced Level courses. Students will take at least five subjects at Higher Level, reducing to three or four for their Advanced Higher courses.

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<sup>45</sup> The British Education System // HMC Projects : [site]. URL: <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/> (date of access: 20.03.2020).

<sup>46</sup> The UK Education System // Expatica : [site]. URL: <https://www.expatica.com/uk/education/children-education/the-uk-education-system-106601/> (date of access: 20.03.2020).

<sup>47</sup> Types of Schools in England // Project Britain : [site]. URL: <http://projectbritain.com/education/schools.html> (date of access: 20.03.2020).

Each school organizes its timetable differently. Lessons might last 35, 40, 45, 55 or 60 minutes! For each subject, a student will attend classes for about 5 hours a week, and is also expected to undertake at least 6 hours private study. Students will usually also attend classes in General Studies, or Philosophy, or other similar subjects. There will also be time given to Physical Education or Sport, whether or not these are taken as subjects for studying. In England and Wales and in some Scottish schools the two years of Advanced Level are often called Sixth Form, but – once again – each school is different!

Along with sport, schools offer a substantial program of extra-curricular activities; that is, activities which are able to offer students a wide range of experiences, intellectual, cultural and relaxing. Music, drama, science and literary societies are offered in all schools, and there will be opportunities for outdoor education and other leisure activities. Visits to theatres and concerts, to places relevant to the courses of study (such as art galleries and museums, religious centres or historical sites, scientific companies and projects) are all part of life in a school Sixth Form.

(From *HMC Projects*<sup>48</sup>, *Expatica*<sup>49</sup>, *Project Britain*<sup>50</sup>)

1. At what age do pupils move to secondary education in Scotland?
2. What exam do they take at the age of 16?
3. How many subjects must they take for the Higher Level and the Advanced Higher Level?
4. How long might lessons last in Scottish schools?
5. How many hours are given to the study of each subject per week?
6. Do schools in Scotland offer a substantial program of extra-curricular activities? What are they and do you think it's the right thing to do?
7. What is a part of life in a school Sixth Form in Scotland?

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<sup>48</sup> The British Education System // HMC Projects : [site]. URL: <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/> (date of access: 20.03.2020).

<sup>49</sup> The UK Education System // Expatica : [site]. URL: <https://www.expatica.com/uk/education/children-education/the-uk-education-system-106601/> (date of access: 20.03.2020).

<sup>50</sup> Types of Schools in England // Project Britain : [site]. URL: <http://projectbritain.com/education/schools.html> (date of access: 20.03.2020).

IV. Read the text and answer the questions that follow it.

### Fee Paying Schools

7% of the children in England go to independent schools. Independent schools are known as private schools or public schools. Parents pay for their children to attend these schools.

Nursery/Kindergarten: 2 to 4 years

Pre-preparatory: 3 or 4 to 7 years

Preparatory: 7 to 11 or 13 years

Public: 11 or 13 to 18 years

A preparatory school (prep school) is a school to prepare pupils to go to a public school. A public school is an independent secondary school. The entrance exams used by most public schools are known as Common Entrance exams and are taken at the age of 11 (girls) or 13 (boys).

The most famous public schools are Eton, Harrow and Winchester.

(From *HMC Projects*<sup>51</sup>, *Expatica*<sup>52</sup>, *Project Britain*<sup>53</sup>)

1. Name some of the differences between schools in Great Britain and schools in Russia.

2. Name some of the differences between schools in England and Wales, and Scotland.

3. Where would you prefer to study if you lived in Great Britain: in a state school or in a public school?

4. Do you think public schools get the more gifted children? Why?

5. At what age are the Common Entrance exams taken if you want to become a pupil of a public school?

6. Try to name some famous people who attended public schools.

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<sup>51</sup> The British Education System // HMC Projects : [site]. URL: <https://www.hmc.org.uk/about-hmc/projects/the-british-education-system/> (date of access: 20.03.2020).

<sup>52</sup> The UK Education System // Expatica : [site]. URL: <https://www.expatica.com/uk/education/children-education/the-uk-education-system-106601/> (date of access: 20.03.2020).

<sup>53</sup> Types of Schools in England // Project Britain : [site]. URL: <http://projectbritain.com/education/schools.html> (date of access: 20.03.2020).

7. Have you ever heard of bullying in public schools?

8. Do you think bullying can happen only in public schools?

*V. Give Russian equivalents to the following words and phrases.*

Bewildering, at first glance, long lived traditions, a strict code of rules, to constitute, to provide with, either... or, to charge fees, throughout the country, full-time education, to go on to university, significant divergences, to introduce, framework, to require to follow, cardinal number, ordinal numbers, publicly-funded, to be available, mixed sex, to express preferences for, to cater for, comprehensive school, a wide range of, non-selective, academically oriented, to determine, education curriculum, to pursue higher education, vocational college, at least, to attend classes, whether or not, along with, outdoor education, leisure activities, public school.

\* \* \*

*I. Check the pronunciation of the following words.*

Ancient, aloud, European, automobile, machines, advantages, meaningful, disadvantages, unsatisfactory.

*II. Read the following text and translate it.*

### **Modern Examinations**

In ancient times the most important examinations were spoken, not written. In the schools of ancient Greece and Rome, testing usually consisted of saying poetry aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates for their doctor's degree.

Generally, however, modern examinations, where all students are tested on the same questions, were probably not known until the 19<sup>th</sup> century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electronic clocks and carefully watched

over by managers, resembles a group of workers at an automobile factory. Certainly, during examinations teachers and students are expected to act like machines. There is nothing very human about the examination process.

Two types of tests are commonly used in modern schools. The first type is sometimes called an 'objective' test. It is intended to deal with facts, not personal opinions. To make up an objective test the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that look like answers to students who have not learned the material properly.

In objective tests the student has just one task: he must recognize the correct answer and copy its letter (or number) on his examination paper. Sometimes there is an answer sheet on which the four letters or numbers are printed. Then the student has only to circle the one that goes with the correct answer.

For testing student's memory of facts and details, the objective test has advantages. It can be scored very quickly by the teacher or even by a machine. In a short time the teacher can find out a great deal about the student's range of knowledge.

For testing some kinds of learning, however, such a test is not very satisfactory. A lucky student may guess the correct answer without really knowing the material. Moreover, some of the wrong answers are usually more incorrect than others, yet the scores on the test will not take account of this fact.

For a clearer picture of what the student knows, most teachers use another kind of examination in addition to objective tests. They use 'essay' tests, which require students to write long answers to broad general questions.

One advantage of the essay test is that it reduces the element of luck. The student cannot get high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject.

Sometimes, though, essay tests have disadvantages, too. Some students are able to write rather good answers without really knowing

much about the subject, while other students who actually know the material have trouble expressing their ideas in essay form.

Besides, in an essay test the student's score may depend upon the examiner's feelings at the time of reading the answer. If he is feeling tired or bored, the student may receive a lower score than he should. From this standpoint the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

Most teachers and students would probably agree that examinations are unsatisfactory. Students dislike taking them; teachers dislike giving them and scoring students' answers. Whether an objective test or an essay is used, problems arise. When some objective questions are used along with some essay questions, however, a fairly clear picture of the student's knowledge can usually be obtained.

(From *The Moscow News*<sup>54</sup>)

### III. *Answer the questions to the text.*

1. Why do you think exams in ancient times were spoken, not written?
2. Do you think exams in the Middle Ages were also spoken, not written, and why?
3. When approximately did the modern form of examination appear?
4. What two types of tests are used in modern educational establishments?
5. What is your opinion of 'objective' tests?
6. What do you think of the 'essay' form of examination?
7. Do you think it is possible to get a good mark at an exam without really knowing the material?
8. Do you think the examiner's mood when he/she is checking the student's work is very important?
9. What form of exam do you prefer: oral, objective test or essay form? Why?
10. What other form of checking the student's knowledge can you suggest?

### IV. *Make up a plan of the text.*

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<sup>54</sup> The Moscow News. 1978. № 25.

I. *Read the following text.*

### **Students' Days**

1968 was a year of student riots around the world, particularly in France. In March that year students were arrested after anti-American demonstrations against the war in Vietnam. In May 30,000 students who had been locked out of their university campus in Paris fought the riot police with barricades, bricks, paving stones and Molotov cocktails.

Throughout the summer student crowds sang the *Internationale* – the communist anthem. Students and workers in other countries joined in the protest with sit-ins, demonstrations and strikes.

In Europe all this is largely forgotten, but some countries still celebrate what happened. In Senegal, fighting between the government and students in 1968 led to students getting more rights and education was assured for everyone. Every year on January 22, Students' Day, students in Senegal go into the schools to make speeches about students' position and free education. Students in Mexico have a day when they remember that they have the right to study with the government's help.

(From *The Book of Days*<sup>55</sup>)

II. *Now that you have read all the material and done all the exercises, answer the following questions.*

1. Have you ever taken part in a sit-in, demonstration or protest at school?
2. Do you think these tactics ever achieve anything?
3. Should all levels of education be free to everyone?
4. Should university faculties set an entrance exam or should the university be open to everyone?
5. Do you think too much emphasis is placed on theory and exams in your university?
6. What kind of extra-curricular activities are organized at your university?

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<sup>55</sup> *Wallwork A. The Book of Days. A Resource of Activities for Special Days in the Year. P. 61.*

7. Is it the top priority of most students to get a degree or just to enjoy themselves?

\* \* \*

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

Gilt, excitement, delightful, exalted, tolerant, curiosity, clothes, surrounding, valuable, possession, indiscretion, indescribable, pleasure, autobiographers, strangely, quarrel, aspiration, disease, to beguile, consciousness, intrigue, apparently.

II. *Read the following text and translate it.*

### **Modern Books**

To stand at a great bookshop crammed with books so new that their pages almost stick together, and the gilt on their backs is still fresh, has an excitement no less delightful than the old excitement of the second-hand bookstall. It is perhaps not so exalted. But the old hunger to know what the immortals thought has given place to a far more tolerant curiosity to know what our own generation is thinking. What do living men and women feel, what are their houses like and what clothes do they wear, what money they have and what food do they eat; what do they love and hate, what do they see of the surrounding world, and what is the dream that fills the spaces of their active lives? They tell us all these things in their books. In them we can see as much both of the mind and of the body of our time as we have eyes for seeing.

When such a spirit of curiosity has fully taken hold of us, the dust will soon lie thick upon the classics unless some necessity forces us to read them. For the living voices are, after all, the ones we understand the best. We can treat them as we treat our equals; they are guessing our riddles, and what is perhaps more important, we understand their jokes.

And soon we develop another taste, unsatisfied by the great – not a valuable taste, perhaps, but certainly a very valuable possession – the taste for bad books. Without committing the indiscretion of naming names we know which authors can be trusted to produce yearly (for happily



they are prolific) a novel, a book of poems or essays, which affords us indescribable pleasure. We owe a great deal to bad books; indeed, we come to count their authors and their heroes among those figures who play so large a part in our silent life.

Something of the same sort happens in the case of the memoir writers and autobiographers, who have created almost a fresh branch of literature in our age. They are not all of them important people, but strangely enough, only the most important, the dukes, and the statesmen, are ever really dull. The men and the women who set out with no excuse except perhaps that they saw the Duke of Wellington once, to confide to us their opinions, their quarrels, their aspirations, and their diseases, generally and by becoming, for the time being at least, actors in those private dramas with which we beguile our solitary walks and sleepless hours. Refine all this out of our consciousness and we should be poor indeed.

And then there are the books of facts and history, books about bees and wasps and industries and gold mines and empresses and diplomatic intrigues, about rivers and savages, trade unions, and Acts of Parliament, which we always read and always *alas!* forget. Perhaps we are not making out a good case for a book shop when we have to confess that it gratifies so many desires, which have apparently nothing to do with literature.

But let us remember that here we have a literature in the making. From these new books our children will select the one or two by which we shall be known forever. Here (we could recognize it) lies some poem or novel, or history, which will stand up and speak with another age when we lie prone and silent as the crowd of Shakespeare's day is silent and lives for us only in the pages of his poetry.

(By *Virginia Woolf*<sup>56</sup>)

III. *Translate the following sentences from Russian into English.*

1. Сейчас все магазины забиты новыми книгами.
2. Испытываешь восхитительное чувство, когда смотришь на эти книги.

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<sup>56</sup> *Woolf V. The Art of Fiction: A Collection of Essays.* London : Cullen Press, 2016. 144 p.

3. Мы все испытываем острое желание узнать, что думали бессмертные.

4. А что думает наше собственное поколение?

5. Мы хотим знать, в каких домах живут мужчины и женщины нашего поколения, что они носят, что едят и что любят.

6. Обо всем этом они рассказывают нам в своих книгах.

7. Если этот дух любознательности полностью нас захватит, то классики скоро покроются пылью.

8. Мы относимся к ним, как к равным себе.

9. Есть писатели, которые непременно выпускают по одному роману в год.

10. Мы многим обязаны этим писателям.

11. Они играют огромную роль в нашей жизни.

12. Как ни странно, но самые неинтересные люди – это герцоги и государственные деятели.

13. Он отправился осуществлять свою цель, имея только одно оправдание.

14. Мы становимся, хотя бы на данное время, участниками их личной драмы.

15. Уберите все это из нашего сознания, и мы действительно обеднеем духовно.

16. Эта литература сейчас проходит процесс создания.

17. Эти книги не имеют ничего общего с настоящей литературой.

18. Наши дети выберут одну или две книги, по которой нас запомнят навсегда.

19. Эта книга заговорит со следующим веком, когда нас уже давно не будет.

20. Герои Шекспира живут для нас только на страницах его поэзии.

*IV. Answer the questions to the text that you have just read.*

1. Do you often look into bookshops?

2. What sections in bookshops interest you most?

3. What do you like to read more: the immortals or the modern writers?

4. When you read a book written quite recently, do you take note of what interests the world more today?
5. What do you understand by the words ‘bad books’?
6. Do you like to read memoirs and autobiographies?
7. Do you think that memoirs and autobiographies name all the names that played any role in the life of the main character?
8. Do you agree with Virginia Woolf that not all books written today will be remembered by future generations?
9. Why, do you think, Shakespeare, who wrote four hundred years ago is still read, staged and filmed?
10. Have you ever tried to read in the original any English-language author who wrote 300–400 years ago?

\* \* \*

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

Appropriate, to communicate, audience, usage, factual, to reproduce, to characterize, to misuse, corruption, conventional, faddish, colloquial, scholarly, theses, technical, scientific, contractions, to avoid, unspecialized, elaborate, conversational, abundant, incomplete, familiar, acute, aware, avoidable, tongue, to determine, particular.

II. *Read the following text.*

## **What is Good English**

*Appropriate English.* What is good English – is a question to which a number of answers can be given. Some of them are: good English is correct English; it is economical, clear, interesting... In a word, it is effective English.

To be effective, and thus to achieve the writer’s or speaker’s purpose, the language he uses must be appropriate to the material he wants to communicate, to the time and place, to the audience aimed at, and to the impression of himself he wants to give. Thus, good English is correct English appropriate to a certain level of communication.

*Levels of usage.* Different degrees of education and different social situations produce different levels of English usage – that is differences

in constructions, pronunciation and vocabulary. One might even say that there is no difference in factual meaning between 'He took his sister to the pictures' and 'He taken his sister to the pictures', but we recognize the first sentence as standard English, and the second as non-standard, incorrect.

*Non-standard English.* Non-standard English is the English used by the people with little or no education. It is nearly always spoken, seldom written, except in fiction which reproduces this type of speech. It is characterized by the misuse of words, the use of non-standard words, and the corruption of what is now considered a correct or conventional grammatical form.

Another characteristic of non-standard English is its limited vocabulary. Slang is an important part of non-standard English and, indeed, of language in general. Most slang is, however, by its very nature, faddish and short-lived.

*Standard English: formal, informal, colloquial.* Within the area of standard English, three levels are generally recognized now: they are called formal English, informal English and colloquial English.

Formal English is the English, more often written than spoken, used by highly educated people in formal situations. One finds examples of formal English in scholarly articles and theses, in formal letters and public addresses, in some technical and scientific textbooks, essays, novels and poetry. Contractions and colloquial expressions are avoided in formal style, grammar and usage are generally conservative. A wide and exact vocabulary, frequently specialized or technical, is an important characteristic of formal English.

Formal English is the English most commonly written or spoken by educated people. Lectures for unspecialized audiences, informal essays, business letters and most current novels, short stories and plays are written in informal English. In vocabulary and sentence style informal English is less formal and elaborate than formal English; its sentences are likely to be shorter and simpler.

Colloquial English is defined in Webster's Seventh New Collegiate Dictionary as 'used in or characteristic of familiar and informal conversation'. Colloquial English is conversational English, more often spoken than written, which has all the short sentences and casual constructions and

vocabulary of the everyday relaxed speech of educated people – abundant use of contractions, incomplete sentences, the use of colloquial expressions. Colloquial English is personal and familiar in tone.

In learning a foreign language the problem of using the appropriate level is painfully acute. To help the students to become aware of the pitfalls, so naturally avoidable in one's own native tongue, we have chosen and presented in this book samples of all variations of Standard English. We have also included a number of exercises to help determine which particular style is being used in written or spoken English.

(From *Practical English Usage*<sup>57</sup>)

III. *Make up a plan of the text that you have just read.*

\* \* \*

I. *Use your dictionary to check the pronunciation and meaning of the following words.*

Career, commercial, failure, necessarily, discreditable, shabbiness, irregularity, profound, reward, certain, vague, essential, competent, Caroline, clergyman, dreary, inevitable, inaccuracy, severity, Disraeli, amiable, opportunity, gratitude, prefacing, allusion, exuberance, judgment, perennially, engrossing, wrapper, preferably, librarian, distinguished, innumerable, severe, secure, complimentary, inundated, seductions, knighthood.

II. *Read the following text and translate it.*

### **Careers for Our Sons: Literature**

#### **The Way to Fame**

There is a great deal to be said for the Arts. For one thing, they offer the only career in which commercial failure is not necessarily discreditable. Shabbiness of appearance and irregularity of life are not only forgiven to the artist but expected. Art offers scope for profound and prolonged laziness, and in the event of success gives rewards quite out of proportion to industry.

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<sup>57</sup> *Swan M. Practical English Usage. Oxford : OUP, 1980. P. 8–10.*

Of all the Arts the one to be recommended to the young beginner is literature. Painting is messy, music is noisy, and the applied arts and crafts all require a certain amount of skill. But writing is clean, quiet and can be done anywhere at any time, by anyone. All you need is some ink, a piece of paper, a pen and some vague knowledge of spelling. Even the last is not essential if you employ a competent typist. All you have to do is to write 'Chapter One' at the head of your paper and from then onwards for better or for worse you are an author. Many people never get any further than that.

The best sort of book to start with is biography. If you want to make a success of it, choose as a subject someone very famous who has had plenty of books written about him quite recently. Many young writers make the mistake of choosing some forgotten Caroline clergyman or an 18<sup>th</sup> century traveller. They become deeply interested in their subject, spend dreary days in the British Museum Reading Room, and write a graceful carefully documented work.

But is it a success? No. The reason being, that either the editor has never heard of your clergyman or traveller, and therefore does not take the trouble to have the book reviewed at all, or else it falls into the hands of someone who has himself been attracted by the same character, knows as much about him as you do and rather thought of writing the book himself. In which case he will jump on all the inevitable inaccuracies with terrific severity.

On the other hand, if you choose someone like Disraeli or Shakespeare or the elder Pitt, you can be quite certain of what is called a respectful hearing. That means that all the famous critics who write weekly articles in learned journals see in your book a pleasant opportunity once more for printing their nicely turned opinions about Disraeli or Pitt, or whoever you have chosen. Every time a life of anyone really famous is published, they bring out the same old article they wrote when they were taking Schools at Oxford.

It is too easy columns for them and if they are at all amiable at heart they will show their gratitude by prefacing essays with some little allusion to your book. 'A new author, coming to his task with youthful exuberance

but mature judgment,' they will write, 'has once again raised the perennially engrossing problem of the elder Pitt.'

You will not make very much money by this first book, but you will collect a whole list of kindly comments which your publisher will be able to print on the back of the wrapper of your next. This should be a novel, preferably a mildly shocking one.

Your biography has made you 'a man of letters' and established your integrity of progress. Librarians who see that distinguished critics have spoken respectfully of your work will be slow to ban it.

The reviews matter very little in the case of the novel. The important thing is to make people talk about it. You can do this by forcing your way into the newspaper in some other way. Attempt to swim the Channel; get unjustly arrested in a public park; disappear. There are innumerable means of attracting public notice. Even a severe accident in a gale should be enough to secure you a commission for a series of articles on 'The Church' or some other topic.

From then onwards your fame is secure. Your advice will be enlisted over the telephone upon questions of public moment; photographers will offer you complimentary sittings; you will be inundated with letters from the wives of starving clergymen offering to do your typing for you if you buy them a typewriter and a correspondence course. You will be asked to lecture in America and give expert advice in courts of law, and restaurants will bribe you to stage seductions there in your next book.

Finally, at the end of a happy and full life, you can look forward to a knighthood, a Civil List pension and a funeral in Westminster Abbey, if you only play your cards successfully at the beginning.

(By Evelyn Waugh<sup>58</sup>)

### III. *Translate the following words and phrases into Russian.*

A great deal to be said for, for one thing, the only, not necessarily, shabbiness of appearance, irregularity of life, profound and prolonged laziness, quite out of proportion, painting is messy, applied arts and crafts, to require skill, vague knowledge of spelling, from then onwards, for better

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<sup>58</sup> Waugh E. *Careers for Our Sons: The Way to Fame* // Waugh E. *A Little Order*. London : Penguin Books, 2000. P. 152–155.

or for worse, a graceful carefully documented work, to take the trouble to do smth., to fall into the hands of, inevitable inaccuracies, terrific severity, a pleasant opportunity for, nicely turned opinions, to be amiable at heart, to preface essays, youthful exuberance, the perennially engrossing problem, the back of the wrapper, a mildly shocking one, a man of letters, to matter very little, in the case of, to force your way into, to attract public notice, innumerable means, a severe accident, to secure you a commission, to be enlisted, a correspondence course, to stage seductions, to look forward to, to play your cards successfully.

*IV. Find English equivalents to the following words and phrases.*

Единственная карьера, многое можно сказать в пользу, не обязательно, неряшливость, беспорядочный образ жизни, в случае успеха, прикладные виды искусства, листок бумаги, туманное представление о чем-либо, нанять кого-то, совершить ошибку, причина в том, что, либо... либо..., обеспокоиться чем-либо, попасть в руки, наброситься на, неизбежные неточности, с одной стороны, с другой стороны, изящно написанное мнение, та самая, старая статья, проявить свою благодарность, зрелые суждения, обложка, предпочтительно, не иметь почти никакого значения, бесчисленные способы, с этого момента и далее, голодающие священнослужители, зал суда.

*V. Answer the questions to the text.*

1. Why can a great deal be said for the Arts?
2. What is supposed to be expected of the artist?
3. Is laziness of the artist also to be expected?
4. Why does the author recommend literature?
5. What's wrong with painting, music and applied arts?
6. According to the author can just anybody become a writer?
7. The text is humorous. What is funny or ridiculous in the first two paragraphs?
8. Whose biography should a writer who is a beginner start with?
9. Can you explain the words 'Caroline clergyman'?
10. If you were a writer-beginner today whose biography would you start with?



11. Who was Disraeli?
12. Who was the elder Pitt?
13. Would these two well-known statesmen of the 19<sup>th</sup> century really interest the young people of today?
14. What is meant by the phrase 'Schools at Oxford'?
15. Is a publicity stunt necessary for a beginner to make people talk about him/her?
16. Do you know of anybody who has ever tried to swim the English Channel?
17. Do you know of any restaurants mentioned in any operas or operettas?
18. What can a successful writer look forward to at the end of his life?
19. Find all the pieces in the text which are funny, ridiculous or simply nonsense?
20. Do you think the piece was well written by Evelyn Waugh?
21. What do you know about Evelyn Waugh?

## Unit 12

### A SHORT DIGRESSION

*I. Let's take some time off and read a story that is not directly connected with holidays.*

#### **Halfway to Hell**

Louis Thurber decided to take his own life. The girl he had loved, Celia by name, loved him no more. Louis was a small man, not handsome, with blue eyes. The man Celia had fallen in love with was tall, dark and handsome.

Life had no meaning, no aim now. Louis had saved up some money for a rainy day and now, before leaving this world for good, he decided to spend this money and have a few pleasant hours. The plan was this: he would go to one of the most expensive hotels, take a room, order the best meal with the best wine, and ask them to bring it up to him. After the meal he would take the wine and the sleeping tablets he had bought and one by one he would swallow them with the wine.

And this is exactly what he did. Before he began the meal, Louis called Celia. Of course he said nothing. He just listened to her saying 'Hello' a few times. She is saying 'Hello', she should be saying 'Good-bye', thought Louis.

After the meal he took the bottle of wine and the tablets and went to bed. He prepared himself, so that he would look nice when they found him dead in the morning. Then the process began: wine – tablet – wine – tablet, and so on.

At some moment Louis saw himself standing near the bed and looking down at what was lying on the bed, that is, himself, his body. After the initial shock was over, he went to the mirror and looked at himself, at his soul, or ghost rather. He saw nothing and this made him aware that his soul or ghost was invisible. That was good, he thought. He walked around the room for a few minutes and then decided to go

and see what was going on outside. He walked through the door of the hotel and no one noticed him. In the street no one noticed him either. That was good, he thought again.

He walked in the direction of Soho. Why not have a good time? After he had walked for about a block, he saw a man in black with a tail and red luminous eyes step out in front of him.

“I have been waiting for you for a week already,” said the man. “The boss said not to come back without you. The weather isn’t very good and I’ve caught cold standing here so long. Now let’s go.”

The man in black took him by the hand and they went down into the Underground. No one noticed them. They did not catch a train. They went further down. There they came upon an escalator. It took them down, down, down.

While they were going down, Louis said to the man, “I’m sorry I kept you waiting. The nights are very cold. You must have caught the flu.”

“Yes, I have,” answered the man with the luminous eyes. “I’m sneezing all the time.”

An idea came to Louis. “I’m so sorry,” he said. “It’s because of me. Can’t we go to some pub and drink something? It might help and you will feel better.”

The man in black thought for a minute and then said, “Yes, it’s a good idea. I’m a week late, but another few hours won’t change anything. Let’s go.” They went up by another escalator, out into the street. They went to the nearest pub and the man had a lot to drink. When he could drink no more, Louis decided to take him out into the street. They went into the Underground again.

Louis looked at the people standing waiting for the train and there in front of him was... his rival, the tall, dark and handsome man Celia had fallen in love with. There he was, all dressed up, in a white silk scarf and top hat, catching a late train home. An idea came to Louis.

“I bet you are so drunk, you can’t carry me down on your back,” he said to the man in black.

“I bet I can,” said the man. “Jump on my back.”

Louis picked up his rival and put him onto the man’s back. Pleased with himself, he watched them go down the escalator. After they had

disappeared, Louis went up out into the street again. He walked round a little and then came back into his hotel room. The body on the bed did not look very nice, so Louis decided to get back into it, make it look better and then get back out again.

All of a sudden he sneezed and woke up. There he was, sitting on the bed, all alive and well. He had taken only two of the tablets and had fallen asleep. He was so happy to be alive again. He got up, got dressed and went out. At the nearest kiosk he bought a newspaper on one of the pages of which he saw a small notice saying that his rival had mysteriously disappeared. He was last seen by two friends late last night in the Underground station.

“Well,” said Louis. “I must call Celia now. She’ll come back to me.”

Then he thought for a moment and decided not to do it. Then he decided to go to Paris first for the winter. When he came back, he decided that he would not call her at all. So this story shows that girls must not play fast and loose with the feelings of small men with blue eyes.

(By *John Collier*<sup>59</sup>, abridged and adapted)

## II. *Make up a short summary of the story.*

## III. *Find Russian equivalents to the following words and expressions.*

To take your own life, Jane by name, tall, dark and handsome, life had no meaning, to save up for a rainy day, to leave this world for good, to have a few pleasant hours, one by one, after the initial shock was over, he looked at his soul, or ghost rather, this made him aware that..., to see what was going on outside, to have a good time, luminous red eyes, to catch cold, to catch a train, to catch the flu, it’s a good idea, he had a lot to drink, all dressed up, top hat, I bet I can, to make it look better, all alive and well, to fall asleep, a small notice in a newspaper, to play fast and loose.

## IV. *Translate the following phrasal verbs, expressions and set phrases and use them in sentences of your own.*

take away

take somebody somewhere

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<sup>59</sup> *Collier J.* Halfway to Hell // The John Collier Reader. London : Knopf, 1972. P. 432–437.

take your own life  
take something down  
take somebody for somebody else  
take after  
take somebody out

look down  
look up  
look for  
look away  
look at  
look forward to  
look nice

step out in front of  
step aside  
keep in step  
step down  
step over

go away  
go down  
go up  
go up to  
go after  
go home  
go to a place  
go under  
go broke

fall down  
fall in love  
fall for  
fall flat (a joke)

*V. Answer the following questions to the text above.*

1. Why did Louis Thurber want to take his own life?
2. What did he want to do before he left this world for good?

3. Why didn't he die?
4. What do you know about Soho?
5. If it's Soho, in what country and city does the story take place?
6. Who is supposed to have luminous red eyes and a tail?
7. Can a person become invisible?
8. Do you know any other stories where the characters have become invisible?
9. How was the rival dressed? To what class does he belong and what period in the 20<sup>th</sup> century is it?
10. Louis went to Paris. What place would you go to if you were upset?
11. What are the different names for the Underground?
12. Why doesn't Louis want to call Celia anymore when he gets back from Paris?

\* \* \*

I. *Before you read the story, look up the following words.*

Vital, sensible, peaceable, infrequent, to afford, Manhattan, troublesome, to impartial, imprison, distaste, to conceal, approving, approval, spectacle, communion, undisguised, hostility, curb, to foul, to incense, eccentric, to captivate, to howl, to slobber, to growl, thigh, to pounce, endearing, asinine, unleashed, crestfallen, despondency, bizarre, to nuzzle, thunderously.

II. *Read the story **Beastly Manhattan** and do the exercises that follow it.*

### **Beastly Manhattan**

After moving to Manhattan I bought a camel. I did not want a camel, but in Manhattan it was absolutely vital to own an animal of some sort, and of all the animal kingdom a camel seemed to me to be the most sensible to own.

It is peaceable, requires infrequent feeding, affords basic transportation and makes very little noise. If one must have an animal in a place like Manhattan, and it seemed that one must, a camel seemed the least troublesome choice. So I bought a camel.

This did not sit well with New Yorkers. New Yorkers are partial to dogs, which they harbor in all shapes and sizes, keeping them imprisoned most of the day in tiny apartments and bringing them out every morning and evening to evacuate on the sidewalks and streets.

At that time I had no animal at all, and New Yorkers viewed me with distaste which the animal lover cannot conceal for the beastless man. When the camel was delivered, I looked forward with satisfaction to the approving smiles they would shed upon us both – me and my camel – at the spectacle of man and beast in harmonious communion.

This approval was never granted. To the contrary. There was undisguised hostility toward the camel. The landlord, who kept a pair of boxers big enough to kick the camel to death, protested the camel's size.

The neighbors complained that the camel, which I first kept at the curb, took up precious parking space. Walking the camel put strains on neighborly relations. New Yorkers understand this about dogs and make no protest. They live by the dog owner's code. You foul my shoes – I foul yours. But the sight of the poor camel ambling around the corner to do as the dogs do incensed them.

I saw that I was not winning New Yorkers with my love of animals and that they thought me eccentric for not preferring a dog that looked like a wig, a giant hound that could tear the mailman to shreds or even a cat that would claw the furniture to ribbons.

Determined to gain their respect, I tried to teach the camel tricks of the sort that captivate dog lovers. I attempted to teach the camel to howl in the night, but that was useless. I did succeed, however, in teaching him to leap enthusiastically against arriving visitors and slobber above their neckties. I even trained him to issue something that sounded vaguely like a menacing growl, suggesting that he was preparing to sink his teeth into the thigh of any guest heartless enough not to be a totally devoted camel lover.

I taught him to wag his tail and, with one bound across the room, pounce happily into the lap of anyone who was elegantly dressed. And when he had mastered all these endearing tricks, I invited my neighbors to visit.

The camel performed faithfully, although he was clearly bored and thought that humans must be an asinine bunch to require such arch displays from beasts. The neighbors were not warmed.

The man on whose necktie the camel slobbered lost his temper, the woman at whom the camel growled menacingly left, threatening to have me brought before the magistrates for harboring an unleashed camel. The man in whose lap the camel triumphantly pounced with wagging tail has filed a suit claiming mental pain and suffering.

The camel, whose sensitivity was at least as great as the average dog's, was crestfallen at our failure to win the neighbors' affection and respect. I was quite touched by his despondency, so much so, in fact, that I hesitated to get rid of him after the fiasco.

Accordingly, I made him an offer. With surgical removal of the identifying hump, I suggested, he could easily pass for a dog in the bizarre pond that was New York, and immediately win the heart of Manhattan. The camel had nothing to lose except his hump, and shortly afterward New Yorkers were delighted letting him nuzzle their neckties and void thunderously on their doorsteps.

I sold him to a dog lover for a very good price, never having believed that a city is a fit place to keep a dog.

(By *Russell Baker*<sup>60</sup>, abridged)

III. *Answer the following questions to the text.*

1. Where is Manhattan and what do you know about the place?
2. In what countries can we find camels and in what environment do they usually live?
3. What qualities do camels have that make them so important for various countries with suitable conditions for them?
4. Have you ever seen a live camel?
5. Have you ever had a ride on a live camel?
6. Are they beautiful animals?
7. What pet do New Yorkers prefer?

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<sup>60</sup> *Baker R.* Beastly Manhattan // The New York Times. May 27, 1975. URL: <https://www.nytimes.com/1975/05/27/archives/beastly-manhattan.html> (date of access: 13.01.2020).



8. Are all these pets kept in conditions suitable for them?
9. What are the unpleasant consequences of keeping dogs in a big city?
10. Do you think that big and aggressive dogs should be kept in a big city?
11. Do you think that ferrets, turtles, lizards, iguanas, baby crocodiles, hedgehogs, porcupines or foxes should be kept by people living in big cities or should be kept as pets at all?
12. Can you explain why people have always wanted to keep pets?
13. Do you keep a pet and if you do what kind of animal is it?

IV. *Give a summary of the text and state your own views.*

\* \* \*

I. *Look up the following words before you read the text and find their meaning and pronunciation.*

To lean, floppy, to crawl, scrawny, astonishment, owl, to waver, rage, to drown.

II. *Read the text and do the exercises that follow it.*

### **The Puppies**

Lulu was Mama Kondos' dog, a lean and long-legged bitch with huge eyes and long floppy ears, like a spaniel. Normally, she was one of the first to greet me, but now she was nowhere to be seen. Had anything happened to her, I asked.

"Puppies," said Mama Kondos. "Po, po, po! Eleven! Would you believe it?" They had tied Lulu up to an olive tree and she had made a home for herself under it. I went to look at her. She greeted me with enthusiasm, and I crawled under the tree to take a look at her young. I extracted the puppies out one by one. As always I was surprised how such scrawny, half-starved mothers could produce such fat, powerful puppies. They were, as usual, in a wide variety of colors – black and white, white and tan, silver and bluish-grey, all black and all white. To settle the question of who was the father was impossible. I told Lulu that she was so clever.

“Clever?” said Mama Kondos. “Eleven puppies isn’t clever. It’s immoral. We’ll have to get rid of all but one.”

Of course I understood that Lulu was lucky to have even one left to her, so I decided to be of help and said that I would take a puppy when it was old enough to leave Lulu. I felt sure that Mother would agree. We already had four dogs, but I thought that five would be a nice round figure. I chose the one I liked and asked them to save it for me, a fat, screaming little male who was black, white and grey. To my astonishment Mother was not at all pleased.

“No, dear,” she said firmly, “we are not having another dog. Four is quite enough. With your owls and other animals we’re spending too much money on meat.”

I tried to argue but Mother would not agree. There was only one thing to be done. And that was to bring it home first and show it to her, then she would waver and finally agree. I sent a message to the Kondos asking if I could borrow the puppy for Mother to have a look. On the next day one of the fat daughters brought it to us. When I looked at it I discovered that Mama Kondos had sent the wrong puppy. I decided to go to her straight away and fix matters up. I mounted Sally (our donkey) and galloped away.

When I reached the farm I saw Mama Kondos sitting in the sun stringing garlic. She embraced me, asked after the health of myself and the whole family and gave me a plate of figs. Then I showed her the puppy and explained what had happened.

“The wrong one! Oh, how stupid of me!” she exclaimed.

There was nothing I could do, so I decided to take the one she had saved for me.

“No, I think I can get you the one you want,” she said after thinking a few minutes. She got up and took a broad spade.

How, I wondered, was she going to get the puppy for me when they had all been destroyed? I had no desire to have the corpse of the little dog. Mama Kondos went off to the field near the house and began to dig. She dug up three screaming puppies.

I was paralyzed with horror. She looked at the ones she had dug up, saw that the one I wanted was not there and threw them aside. Only then

I understood what had happened. I thought I would burst of rage, tears poured down my cheeks. I said all the bad Greek words that I could remember, pushed Mama Kondos away and began to dig myself. She sat down on the ground surprised, open-mouthed. I dug all the puppies up, put them into my shirt, mounted Sally and rode off. Mama Kondos, terribly surprised, ran after me.

“My golden one, my dear, what have I done?” she kept saying. “You can take all of them.” Lulu ran after me, not having understood anything that had happened.

Mother, as usual, was in the kitchen making different delicacies for us. I rushed in and began to tell her the story, putting down all the puppies on her kitchen table.

“Really! Those peasants!” she cried. “How could they! It’s terrible! You were quite right bringing them home, of course. But what are we going to do with eleven puppies?”

I told Mother that as soon as the puppies were old enough we would find homes for them. Margo would be home by that time, I added, and it would be an occupation for her to stop her thinking about love.

“Gerry, dear!” said Mother horrified, “how can you say so? Who told you that?” I explained to Mother that Larry had said so.

“You mustn’t talk like that,” said Mother, “now go and put the dogs somewhere.”

I chose a nice place for them in the olive grove, washed them and went to wash myself. I arrived at the lunch table in time to hear Mother tell Larry and Leslie the whole story.

“Did Gerry drown the puppies?” asked Leslie.

“Of course not,” said Mother. “He brought them here.”

“Oh, God!” cried Larry. “Not more dogs! We’ve got four already!”

“How many puppies are there?” asked Larry.

“Eleven,” said Mother.

Larry put down his knife and fork and stared at her. “Eleven!” he repeated. “Eleven? Eleven puppies! You must be mad!”

“They’re only little things,” said Mother, “and Lulu is very good with them.”

“And who the hell is Lulu?” asked Larry.

“Their mother – she is very nice,” said Mother.

“So that’s twelve bloody dogs.”

“Well, yes,” said Mother. “I hadn’t really counted.”

“That’s the trouble here,” said Larry angrily. “Nobody counts anything. It’s like the bloody creation of the world. Before you know where you are, you’re up to your ears in animals. One owl turns into a battalion. Pigeons fly all around the house. It’s like a bird shop. Not to say of insects and frogs and other things. On top of that you go and get twelve more dogs. The family is crazy. There’s a streak of lunacy in it.”

“Nonsense, Larry,” said Mother. “You exaggerate! So much noise over a few puppies.”

“You call eleven a few? The place will look like the Greek branch of the London Dog Show! They’re probably all bitches and imagine what the place will look like in a few months’ time! Life will become one long string of dog love affairs!”

“Oh, yes,” said Mother, changing the subject. “You must not go around saying that Margo is love crazy. People will misunderstand you. Margo is just romantic.”

I see no reason to cover up the truth,” said Larry, “all I can say is that when all those dogs come into season, Margo is going to have a lot of competition.”

“Now, Larry,” said Mother strictly, “You’re not to talk about such things at lunch. That’s quite enough about it.”

(By *Gerald Durrell*<sup>61</sup>, abridged)

### III. *Answer the following questions to the text.*

1. What did Lulu look like? Did the dog have a pedigree?
2. What do you call dogs of mixed breed?
3. What happened to Lulu at Mama Kondos’ place?
4. What surprised Gerry?
5. What plans did Gerry make concerning the eleven puppies?
6. What was going to happen to the other ten?

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<sup>61</sup> *Durrell G. The Puppies // Durrell G. The Garden of the Gods. P. 25–30.*

7. Why didn't Mother agree to Gerry's plan concerning the idea to take one more dog in?

8. What cunning idea came into Gerry's head to make Mother agree to take one more dog?

9. What happened when Mama Kondos' fat daughter brought the puppy for Mother to see?

10. What horrible picture did Gerry see when he arrived at the Kondos' place?

11. What did Gerry do?

12. Did Mama Kondos realize that she had done something wrong?

13. What was Larry's reaction when he learnt the truth about the eleven puppies?

14. How does Margo come into the story?

15. What did Larry compare their house with because of all the live creatures that Gerry kept in it?

16. Does Mother like what Larry says about Margo?

17. What do you do today if you don't want your dog to have puppies?

18. In what way do some people want to get rid of the pets they don't want to keep anymore even today?

19. Do you think the organization of Animal Shelter is necessary?

20. If you wanted a pet, would you take a dog from the animal shelter?

21. Should stray dogs wander about cities, towns and villages?

22. If you take a pet home, are you in answer for its life and well-being?

IV. *Retell the contents of the extract using the following reporting verbs:*

tell, say, ask, declare, exclaim, talk about, speak, announce, greet, state, criticize, shout, explain.

V. *Make up your own situations using the following words and expressions (not necessarily about pets).*

1. To greet smb., to take a look at smb./smth., to be surprised, as usual, to settle the question of who...

2. To be lucky, nice round figure, to my astonishment, to be pleased, quite enough.

3. Only one thing to be done, to waver, to send a message, to have a look, wrong, to fix matters up.

4. To ask after the health of smb., to explain, nothing to be done about, to happen, to burst of rage, to be surprised.

5. To count, to turn into, to know where you are, streak of lunacy, to exaggerate.

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ПИСЬМА И УСТНОЙ РЕЧИ  
НА АНГЛИЙСКОМ ЯЗЫКЕ

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#### **МИХАЙЛОВА МАРГАРИТА ИОСИФОВНА**

Старший преподаватель кафедры германской филологии департамента «Филологический факультет». Ведет занятия по английскому языку на 1-м курсе филологического факультета, отделение «Фундаментальная и прикладная лингвистика» и «Современные иностранные языки и литература», также ведет занятия по второму иностранному языку (английскому) на отделении РКИ для иностранных учащихся. На 2-м курсе отделения «Современные иностранные языки и литература» ведет занятия по литературному чтению. Сфера научных интересов — изменение лексических и грамматических явлений в литературном английском языке на протяжении последних 200 лет на материале английской литературы первой половины XIX века.



#### **ЛАРЦЕВА ЕКАТЕРИНА ВЛАДИМИРОВНА**

Кандидат филологических наук, доцент кафедры германской филологии Уральского федерального университета. Ведет занятия по речевой практике английского языка, вводно-фонетическому курсу, теоретической и практической фонетике, лингвострановедению, теории и практике перевода. Автор более 30 научных публикаций. Стажировалась в Оксфордском университете, дважды проходила обучение в Лондоне. Регулярно выступает с докладами на всероссийских и международных научных конференциях, является организатором вузовских студенческих научных конференций. Сфера научных интересов — варианты английского языка и их взаимодействие, страноведение англоязычных стран, современные тенденции в развитии английского языка, проблемы теории и практики перевода, фонетика современного английского языка.